A QUALITATIVE ANALYSIS OF THE ASAM PROGRAM: IS IT PROPERLY PREPARING OUR FUTURE MOBILITY LEADERS?

GRADUATE RESEARCH PROJECT

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Charles E. Beam

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Abstract

Developing leaders is vital to Air Mobility Command (AMC) to ensure future success of AMC, as a command, and subordinate mobility units. AMC has implemented several programs under "Phoenix Horizon" to help "create a large pool of highly competitive mobility officers through leadership development programs". This research focuses on one of those programs, the Advanced Study of Air Mobility (ASAM).

Prior to this research, formal written documentation did not exist on the goals, objectives and overall conduct of the ASAM program. This research attempted to evaluate ASAM through goal and objective development and their relation to current resources. Goal and objective development along with program assessment was accomplished using a qualitative analysis technique, open-ended interviewing of personnel associated with ASAM, including personnel at AFIT, AMWC, AMC, graduates and their supervisors.

While program evaluation portion was not conclusive, the research provided goals and objectives to support the overall vision. Two overarching goals, to prepare future leaders for mobility operations and build a core of experts in the total concept of mobility" were identified. Eight objectives supporting these goals were identified. Resources can now be allocated to support these eight objectives to produce a world-class leadership development and mobility expertise program.

A QUALITATIVE ANALYSIS OF THE ASAM PROGRAM:

IS IT PROPERLY PREPARING OUR FUTURE MOBILITY LEADERS?

I. Introduction

Overview

> "Our ASAM graduates have the tools and training to solve worldwide mobility issues.... ASAM alumni will bring transportation and mobility expertise to help your CINC with deliberate and crisis action planning, enhancing your warfighting capability."
>
> General Ronald R. Fogleman (1994)

General Fogleman's vision for ASAM (Advanced Study of Air Mobility) graduates is both encompassing and specific. His vision included both short-term and long-term goals for its graduates and the impact they have on global mobility. However, documentation is limited, almost non-existent, on whether the program is meeting its current vision and mission statement. Furthermore, some of the links between the resources provided and the mission statement have never been defined. The following research paper will address these issues and attempt to develop these links so that evaluation of the program and its graduates may be conducted in the future.

Recent focus for both corporate America and the United States military has been on developing future leaders and managers with the long-term vision necessary to build and maintain competitive companies and successful military organizations. The focus for the civilian community comes at a time when employees no longer remain at the same company throughout their working years. Many employees, especially the competitive and adventuresome, will change places of employment and job titles several times over

their lifespan. The increasing turnover rates pose a major burden on these organizations when attempting to develop future leaders with a strategic vision.

The focus for military leaders comes at a time when military budgets and personnel have been significantly reduced. The number of active duty military personnel decreased from 2.21 million in 1985 to 1.46 million in 1999, a total reduction of 34%. Adjusted for inflation, the total defense budget has declined 35% from 1985 to 1999. (The International Institute for Strategic Studies, 1999:14) In addition, personnel and operations tempos have increased. The number of United States forces deployed to major peace operations has increased from less than 10,000 in the 1980s to over 50,000 in 1999. (Government Services Group, 2001:36)

In the past, strategic leadership development in the military focused on a three-prong attack that included formal education, past assignments (as determined through the assignment system), and self-education. Recently, strategic leadership programs have been scrutinized and revised to match the strategic goals of the particular military organization. All levels for the United States military forces have programs aimed at developing future leaders with a strategic vision. At the service level, the United States Air Force (USAF), for example, has several programs of its own to develop tomorrow's leaders. These programs include Profession Military Education (PME) courses of Squadron Officers' School (SOS), Air Command and Staff College (ACSC), and Air War College (AWC). In addition, the DAL (Developing Aerospace Leaders) program is an intiative by the Air Force to further develop our future leaders.

At the command level, Air Mobility Command (AMC) has several leadership development programs that they have bundled under the title umbrella "Phoenix Horizon

Programs". These programs include the Phoenix Eagle, ASAM, Phoenix Hawk, Phoenix Horizon, the C-130 Weapons Instructor Course (WIC), the KC-135 Combat Employment School (CES) and Air Force Intern programs. These programs, with the exception of the Air Force Intern Program, will be discussed in the **Literature Review**. The focus of this research paper will be on the ASAM program.

The vision of ASAM is to "cultivate a core of mobility experts to lead the Air Mobility Command (AMC) in the future". (AMWC, 2002b) ASAM is the inspiration of General Ronald R. Fogleman. As CINCTRANS and AMC Commander, he envisioned the need to bridge the tanker and airlift missions, molding leadership with a thorough knowledge of Global Reach through air mobility.

Problem Statement

> "Because the leadership skills to forge the many aspects of aerospace into a coherent, fighting force are critical to success, we must continue to attract, retain, and develop officers with the competencies to lead the Air Force in this dynamic, changing environment. Our officers will need broad backgrounds and education along with the drive, foresight, knowledge and integrity to establish objectives and lead to meet them. Developing our officers to this end, will require a change in Air Force mindset and to some, their Air Force identity."
>
> General Michael E. Ryan (1999)

The development of leaders and managers are of vital concern to any military organization. For AMC, developing mobility leaders and managers is important to the future success of both AMC, as a command, and subordinate mobility units. Without developing competent and informed leaders and managers, AMC runs the risk of not properly preparing the mobility community for the next generation in the long-term and influencing daily operations in the short-term. Many times leadership development programs are implemented with the lack of strategic vision with regards final product. The lack of well-defined goals and objectives are just a few of the roadblocks to program

success. The program's evaluation of the processes may be lacking, compounding the problem of effectively managing and continually improving the program.

The Air Mobility Warfare Center (AMWC) opened officially in 1994 at Fort Dix, New Jersey. The ASAM program conducted its first class in 1995-1996 graduating ten officers in May of 1996. Since that time, six additional classes have graduated bringing the total number of graduates to 95. The program has been through many evolutionary changes throughout the years including the addition of positions for individuals from U.S. Space Command and one of our sister services, the U.S. Army. Additional slots have been offered to other countries, the United Kingdom and Canada. Some of the program changes have been the result of graduates' feedback through course and instructor critiques. Other changes have been the result of separate visions of AMWC and Air Force Institute of Technology (AFIT).

Given the stated goal of the program, it is apparent that the ASAM program is focused on leadership development, particularly with respect to the nation's mobility requirements and needs. Unfortunately, information is scarce concerning the long-term effects of this leadership program. In addition, little formal documentation exists regarding various aspects of the program including program mission, goals and objectives; and organizational relationships and responsibilities between AMC, AFIT, and AMWC.

In fact, few studies and little research have been conducted to evaluate any such programs—those that have been accomplished have not been encouraging or consistent. An investigation of Air Command and Staff College, a leadership program that prepares officers for future command and staff positions, completed in 1998 by Lafferty is one of

only a few truly statistical analysis of the success and validity of military leadership programs. This study's findings suggested that exposure to the transformational curriculum did not in itself produce the long-term effects of producing visionary leaders. The exposure to the transformational leader and the culture they produced enhanced the long-term effects of the formal education process. (Lafferty, 1998:Abstract) In 1999, a student at the Naval Postgraduate School in Monterey, California, conducted a formative evaluation of the Navy's Leadership Education and Development (LEAD) program curriculum. The qualitative analysis conducted in the research focused on graduates' perceptions through the use of interviews. (Cunningham, 1999:Abstract)

A major problem in addressing the evaluation of leadership programs is the method and interpretation of the statistical analysis. The problem arises from the very nature of the program's core objective to develop future leaders. We tend to focus on the program's immediate impacts to the graduate and the United States Air Force. For instance, we focus on the graduate's next assignment and promotion opportunity rather than evaluating the success of the program over an extended period of time. In addition, the ASAM program conducts a student survey upon graduation. The survey has a section that attempts to measure the relevance of the courses and program to the graduates' next and future assignments. Once again, it is difficult to measure the relevance of courses to future jobs and assignments if the graduates have yet to perform those particular jobs. The courses or resources need to be related to the overall goals of the program. Current evaluation and assessment techniques are informative but may not be adequate.

So as you can see, it is a never-ending loop. By having goals and objectives, we know the purpose and direction of the leadership development program. To improve the

leadership program and its educational product, we must be able to evaluate the participating individuals and the program as a whole. To evaluate individuals and programs, we must have goals and objectives to measure. These goals and objectives must be directly related to the needs of the customer. The finished product, the ASAM graduate, should be a product that the user desires and needs. This is the key to the development of successful and meaningful leadership programs within any organization, especially AMC. Through the development of such robust leadership programs, we will develop our future leaders. Developing future strategic leaders and operational managers will ensure the continual success of AMC as a command and in meeting the nation's mobility needs.

Research Objectives/Questions

The first step in evaluating and assessing a leadership program is to identify the vision, goals, and objectives of the program. For many years the ASAM program has had a mission statement that has supported its vision "to develop a core of mobility experts to lead Air Mobility Command (AMC) in the future". (AMWC, 2002b) One important piece to the puzzle has been a little unclear. How are the mission statement and vision accomplished? How does this mission statement and vision correspond and relate to different aspects of the program? The following research paper addresses this question by developing goals and program objectives that support the vision and mission statement. In addition, this paper will attempt to derive the correlation and connection between the goals and the different courses, site visits, and other aspects of the program through these newly stated program objectives. With these connections developed, future research can focus on assessing and evaluating the ASAM program.

The research will attempt to answer five very important questions with regards to ASAM. These five questions are directly related to the single important objective of the research: Developing proper program objectives to match the goals that support the vision for the Advanced Study of Air Mobility program. The five questions are:

(1) Does the mission statement/vision reflect the product that mobility leadership wants?

(2) What are the goals and the objectives of the program and how do they map to the differing aspects (e.g., courses, site visits, etc.) of ASAM?

(3) Is ASAM properly preparing AMC's future leaders?

(4) What changes, if any, can be made to address immediate concerns about the goals, objectives and allocated resources and assets?

(5) What type of measurement tool, other than the method used for this qualitative analysis, can be used to evaluate the ASAM program?

The questions listed above will be addressed through interviews with key leadership from the Unified Commands, AMC, AMWC, and AFIT. In addition, questionnaires will be sent to those unavailable for interview and other key mobility leaders who are the customer of the program and its graduates. Additional focus will be on ASAM graduates and their current supervisors through questionnaire completion.

Importance of Research

The following research will focus on developing a complete formal definition of the ASAM program, its goals, objectives and the process to achieve its desired vision. The research will provide four important products for future leaders and commanders. First, the research will provide background and historical information with regards to

developing and implementing leadership programs in the Air Force. Next, the research will provide a leadership view of the current program as it is implemented today. Third, the research will provide a "road map" to illustrate the connection between the vision of the program and the courses required through the development of goals and objectives. Finally, the research will provide recommendations and suggestions to make the ASAM program the world's best military leadership program and a model to other commands and services. It will also provide a basis to conduct future evaluation of the program.

Preview of Remaining Chapters

This chapter described the importance and need for developing and properly defining of strategic leadership development programs such as ASAM. **Chapter II**, **Literature Review**, lays the foundation and provides a brief historical background and description of the AMWC and ASAM course. The literature review will also illustrate other leadership programs in the Air Force with a brief description of goals, objectives and visions of each respective program. The review will reveal the lack of sufficient research in the area of both developing and analyzing leadership programs in the military.

Chapter III, Methodology, describes the process used to develop the "road map" of connectivity. The methodology substantiates the selected method**. Chapter IV, Results and Analysis**, describes the interviews and questionnaires. This chapter describes the connectivity of the mission statement/vision, goals, objectives and resources and assets. **Chapter V**, **Discussion**, includes relevance of research data, limitations and ambiguities. This chapter provides recommendations to improve the ASAM program. It concludes with implications to future leaders and recommended further research.

II. Literature Review

Introduction

The literature review will provide the basis for the study of developing and evaluating leadership programs. The first section will discuss several views and definitions of leadership and leadership development. The second section will briefly discuss Air Force leadership programs and AMC Phoenix Horizon programs. The next several sections will provide the background and overview of the AMWC and ASAM program, to include its history, course overview and a list and description of courses and visits. The remaining sections will provide a discussion on the importance of evaluating leadership development programs. These topics will aid in the definition and formulation of the methodology to be used.

Leadership and Leadership Development

The vision of the ASAM program is to develop future mobility leaders. Before we discuss the development of leadership programs, we must take a look at the meaning of leadership. Due to time and resource constraints, we will focus our discussion on military interpretations, and, in particular, the United States Air Force.

Leadership

Meriam-Webster's dictionary defines leadership as "the office or position of a leader, the capacity to lead or the act or an instance of leading". It furthers defines leader as "a person who directs a military force or unit or a person who has commanding authority or influence". (Meriam-Webster, 2001) One can still see that this definition is somewhat vague and lends itself for numerous interpretations as to the exact qualities and qualifications a leader possesses. For several years military personnel have debated on

the real meaning of leadership. Certain concepts and notions about leadership once thought to be true may now be considered as myths and biases toward the concept of leadership. They included concepts such as “leaders are born and not made”, “leaders are different than managers”, “leadership as an art and not a science”, and finally, that “leadership can only be learned through experience”. (ACSC, 2002a)

Hughes, Ginnett, and Curphy (1999:6) define leadership as, "the process of influencing a group towards a common goal." The contemporary position on leadership discussed in military settings suggests that a leader is not totally in a vacuum void of the people and the circumstances that surround him or her. A leader must consider each situation with different individuals and tailor their leadership style to that particular situation as illustrate by the Leader-Follower-Situation model. (Hughes, Ginnett, and Curphy, 1999:6-15) Characteristics of each portion of this model must integrate with the others to make it a completely interactive situation. Leader characteristics include self-confidence, high-energy level, excellent communicator, role model and motivator. Follower characteristics include loyalty, respect, trust and obedience to the leader and the organization. (Bass, 1985) The leader who blends characteristics of the leader and the follower along with the changing situation and environment will be successful.

Developing Leadership Programs

Building leadership programs that are truly capable of enhancing the development of tomorrow’s leaders is a difficult task and process. Before developing and constructing a leadership program we must know the purpose and direction of the program’s intent. One of the challenges is ensuring the strategic vision of the program is incorporated and embraced within those who establish, implement, evaluate and modify the leadership

development program. The process of program development should adhere to the following steps:

(1) State the ***vision*** of the leadership development program. What is the final product or outcome?

(2) Develop a ***mission statement*** that includes ***goals*** that support the overall vision. Goals should be broad in nature and signify the direction of the program.

(3) Develop sets of ***objectives*** that directly support and relate to each of the program's goals. They should be specific to provide focus for both the teaching and evaluation of learning yet not limit the teacher's flexibility.

(4) Finally, the more specific ***resources and assets*** to accomplish the objectives can be allocated.

Many challenges to program development and evaluation may make it more difficult. Some of these challenges are described in Vicere and Fulmer's (1996) book, *Leadership by Design*. One such challenge is dissolving and breaking down traditional "schools of thought" and paradigms. Traditional leadership development in the civilian community focused on an extremely regimented process that included developmental phases based on age, seniority, and formal education. The new paradigm must be flexible and reduce the dependence upon age, seniority, and formal education to determine the future leaders and managers. Leadership development programs must remain open to change and directly relate to its strategic desires. Developing future leaders with this type of leadership program will ensure the organization's strategic focus is implemented. (Vicere and Fulmer, 1996:18-31)

A review of leading industries' leadership development programs revealed some interesting observances into program development. Day and Halpin reviewed five civilian organizations (General Electric, Motorola, PepsiCo, Federal Express, and Johnson & Johnson) and concluded that "effective leadership development appears to be a function of the interdependence of the various practices rather than a collection of independent programs…it is not necessarily a "best practice" that leads to successful development of leadership; rather it is the consistent implementation of any leadership development practice". (Day and Halpin, 2001:vii) This is an important observation because it enforces the idea that there is not a single recipe to leadership development.

The vision of the program must include clear, definitive goals that directly relate to the program's intent (see **Figure 1**). Objectives to fulfill the program's goals must be stated and contain a direct relation to the accomplishment of that goal. Once a program's objectives have been established then the resources necessary to accomplish the objectives can be defined and made available. Without the link between strategic vision and the resources, it is difficult to conclude that the program is accomplishing that vision.

Figure 1
Leadership Program Development

Developing Aerospace Leaders Program

The Air Force values leadership development so much that a new approach is currently being researched. The Developing Aerospace Leaders (DAL) program is a new Chief of Staff of the Air Force (CSAF) initiative to cultivate future Air Force leaders. This new way of doing business is not just a leadership development program but rather a change in policy. According to its charter, the DAL program is "focused on developing an aerospace leader who understands the full spectrum of aerospace operations to include the development, support, employment, and sustainment of aerospace power". (DAF, 2001) The program's charter further describes the initiative of this new program. "The broader objective in this regard is not so much to have officers with multiple specialties as it is to develop officers who understand the full spectrum of Air Expeditionary Forces and aerospace operations, officers who can be articulate in staff assignments, in joint assignments, in operational assignments—regardless of their core specialty." (DAF, 13 October 1999)

The DAL program has the vision of producing leaders who are more flexible, creative and innovative. In addition, the program envisions a transition from the old, rigid, functionally independent career-path pyramid to a flexible, competency-based development model that rests on institutional requirements and needs. (Graham, 9 March 2001) Since its inception, the CSAF has improved two major DAL constructs:

(1) Identification of specific and required Transformational leaders

(2) Competency-based development model

Transformational leaders are those the Air Force will need over the next 20 years. They are categorized as operations, information operations, force support, and material.

The model will be based upon two areas of competency. The first, occupational, will be specific to functional training and certification. The second, universal, will be those that apply to all airmen regardless of their specialty. The desired product centers around the concept of developing Air Force leaders with a broad range of knowledge and capabilities. By-products will include career paths that are more clearly defined for all Air Force personnel and airmen with a deeper appreciation of contributions from other career fields. (Cook, 17 April 2001 and Graham, 9 March 2001)

Air Force Leadership Programs

Currently, the United States Air Force has several professional military education (PME) programs. PME is the portion of military education that has three goals: (1) provide the nation with military personnel skilled in the employment of aerospace power in the conduct of war and small-scale contingencies; (2) provides Air Force personnel with the skills and knowledge to make sound decision in progressively more demanding leadership positions within the national security environment; and (3) develops strategic thinkers and warfighters. (DAF, 1 June 2000: 1)

The Air Force officer PME program contains four levels beyond pre-commissioning education. The four levels consist of the the initial level of the Air and Space Basic Course (ASBC), the primary level of Squadron Officer School (SOS), the intermediate level of Air Command and Staff College (ACSC), and the senior level of Air War College (AWC). (DAF, 1 June 2000: 8) In addition, the Air Force has other leadership programs such as the School of Advanced Airpower Studies (SAAS).

A brief description of each leadership development program is provided in the following paragraphs to illustrate the different missions, goals and objectives. Each of

the Air Force leadership development programs has a defined mission statement. In addition, they contain very specific goals and objectives that relate to the mission statement. This information will provide a background to the intended end state of this paper: to develop and define an AMC leadership program, ASAM, that meets the needs of the command and warfighting CINCs.

Air and Space Basic Course (ASBC)

This course is the first in the series of four PME courses offered by the Air Force. ASBC is the officer's introduction to basic aerospace doctrine and concepts. In addition, the four-week course is an entry-level leadership development course. The mission statement is "to inspire new USAF officers to comprehend their roles as airmen; one who understands and lives by USAF core values, articulates and demonstrates USAF core competencies, and who dedicates oneself as a warrior in the world's most respected air force". Four areas of focus for the curriculum are: profession of arms, leadership and management, military studies, and international security studies. (ASBC, 2002)

Squadron Officer School (SOS)

SOS is the second level of PME within the Air Force. Its mission is to "develop dynamic leaders rededicated to the profession of arms." The goal to support this mission is that students will value their unique roles as Air Force officers and DoD civilians by applying aerospace leadership to effectively execute military missions and valuing the warrior-leader ethos and its impact on aerospace power development. The two primary emphasis areas of the SOS curriculum emphasize leadership and teamwork. The curriculum is similar to the ASBC with a more in-depth study and comprehension. Study areas include the profession of arms, leadership, military studies, communication and

international studies. The emphasis of SOS is officership, defined as focusing on core values and the unique role of commissioned officers in the profession of military arms. (SOS, 2002)

Air Command and Staff College (ACSC)

The mission of ACSC is to educate mid-career officers to lead in developing, advancing, and applying aerospace power across the spectrum of service, joint, and combined military operations. ACSC prepares field grade officers and US civilians to assume positions of higher responsibility within the military and government. This course focuses on shaping and molding tomorrow's squadron commanders and staff officers. ACSC has six goals to fulfill its vision of "a world-class team building the world's most respected aerospace power educational institution…producing leaders for the future": (ACSC, 2002b)

(1) Sustain a quality faculty to serve the needs of the institution and advance the process of academic degree and Joint Professional Military Education (JPME) accreditation.

(2) Educate future leaders toward a full and common understanding of aerospace power, history, doctrine, joint and combined operations, leadership, and USAF core values.

(3) Ensure that resident students meet the objectives of intermediate level of professional military education while being afforded the opportunity to complete the requirements of the master of military operational art and science degree.

(4) Ensure that nonresident students meet the objectives of intermediate level of professional military education by completing all nonresident course requirements.

(5) Exploit robust educational technologies to support and enhance the activities and mission of the Air Command and Staff College to include expanding instructional resources, increasing student interaction and retention, focusing student time, and reducing class related annual expenses.

(6) Provide a premier graduate school physical environment.

The ACSC curriculum consists of courses emphasizing the following areas: Leadership and Command**,** National and International Security Studies, Nature of War, Military Studies, Operational Forces**,** Aerospace Operations**,** and Joint Operations. The course includes two exercises, the Air Force Exercise, (AFEX) and the Future Capabilities and Concepts Course. (ACSC, 2002b)

Air War College (AWC)

AWC's mission is to "educate senior officers to lead at the strategic level in the employment of aerospace forces, including joint, combined, and coalition operations, in support of national security". (AWC, 2002) The academic year consists of four blocks of instructional periods known as "Dean's Days." The academic departments develop these instructional periods to highlight key themes that will be developed throughout the larger curriculum. For example, the themes for the 2001-2002 academic year are: The Strategic Leadership Environment, Foundations of Grand Strategy, Globalization and American Security and the Future of Warfare. (AWC, 2002)

The goal that supports the AWC mission is to conduct a rigorous educational program that emphasizes air and space forces and the application of these forces in a joint military environment. The core curriculum consists of five major areas: future conflict studies; leadership and ethics; international security studies; strategy, doctrine, and airpower; and joint force employment. The AWC course of study broadens the graduates' understanding of and refines their ability to analyze and articulate in many different areas including:

(1) Current and future threats to the United States and its allies.

(2) National and military strategies, the roles and unique characteristics of airpower in supporting US national security objectives.

(3) The evolutionary development and utility of the military doctrines of the United States and other major world powers.

(4) The process of formulating and implementing US national security policy.

(5) Contemporary international and national security environments.

(6) The values, attitudes, and ethical factors essential to the professional officer.

(7) The functions, special requirements, and challenges of command, leadership, and management particular to senior leaders of large, complex organizations.

(AU, 2002)

School of Advanced Airpower Studies (SAAS)

The School of Advanced Airpower Studies (SAAS) is a highly competitive and intensive forty-eight week program. The mission of SAAS is to "educate strategists in the art and science of aerospace warfare, thus enhancing the Air Force's capacity to defend the United States through the control and exploitation of air and space". SAAS accomplishes its mission through three processes. (SAAS, 2002)

(1) The faculty teaches a graduate-level curriculum in the theories, history, applications, analysis, design, and articulation of aerospace strategies, operational concepts, and related policies within the general context of conflict, war, and deterrence.

(2) The school sustains a small, highly qualified faculty that, through research and publication, advances the breadth, depth, and sophistication of the body of thought concerning aerospace power.

(3) Faculty members provide consultation and assistance to external organizations.

The central themes for the curriculum combine the study of ideas (theory, strategy, doctrine), people (leadership), technology, and organization. The curriculum progresses through three sequential groups of courses: (1) broad body of ideas ranging from classical military, airpower, and space power theory to contemporary analytical techniques, (2) wide base of historical evidence with which to evaluate the validity of the concepts studied previously, and (3) provides the student with the opportunity to synthesize and apply the ideas and evidence studied throughout the curriculum. (SAAS, 2002)

AMC Phoenix Horizon Programs

The Phoenix Horizon programs are command-specific leadership development programs within AMC. They are designed to "create a large pool of highly competitive mobility officers through leadership development programs." (Burns, 1 November 2001) Phoenix Horizon programs include Phoenix Eagle, Phoenix Hawk, Phoenix Reach, Advanced Study of Air Mobility (ASAM), C-130 Weapons Instructor Course (WIC), and the KC-135 Combat Employment School (CES). The Air Force Intern Program (AFIP) is also considered by AMC as a Phoenix Horizon program. (Burns, 1 November 2001) AFIP will not be discussed in this section because it is an Air Force-level program.

<u>Phoenix Eagle</u>

The purpose of this AMC program is to select O-5 and O-5 selects who have the greatest potential for command. The Phoenix Eagle list is not designed to be a "futures" or "wish" list rather to identify officers who are ready to command immediately. The list identifies those who are capable and eligible to AMC operational, operational support,

and air mobility squadron commanders, as well as wings' chiefs of safety. Phoenix Eagle selection does not necessarily mean the individual will have the opportunity to command. Each year about 80 officers are selected and only about 25 positions are available. (AMC, 2002)

Phoenix Hawk

Phoenix Hawk is AMC's premier and benchmark leadership development program that is targeted at captains with six to nine years of total active duty service. Candidates, both rated and line support personnel assigned within AMC and mobility officers outside of AMC, are nominated by their senior raters. Officers participating in Phoenix Hawk have the opportunity to develop in their core specialty, and will be well positioned for further career broadening.

The program has been in existence for eight years and has graduated 85 future mobility leaders diversified in assignments ranging from operations to personnel. The program is two years long and consists of two phases. During Phase 1 the officers serve one year in the Tanker Airlift Control Center (TACC) where most are trained and assigned as controllers. Phase 2 consists of a follow-on assignment to a HQ AMC staff directorate designed to broaden the officer from normal career duties. Upon completion, "Hawks" return to their normal career path or flying duties. Additionally, rated officers selected for the Phoenix Hawk program are offered a MWS crossflow follow-on assignment. (AMC, October 2001)

Phoenix Reach

The Phoenix Reach program targets the Air Force's best young mobility aviators for MWS (Major Weapon System) crossflow. The end goal is to develop well-rounded,

mobility-experienced officers for advanced leadership opportunities in tomorrow's Air Force. The program targets officers between the 6 and 14-year point. Company grade officer applicants are required to have a minimum of one-year experience as an aircraft commander in any mobility MWS. Field grade officer applicants require an instructor qualification and have completed an above the wing-level staff tour. Some exemptions to the above rules do exist for previous mobility officers serving as AETC instructors, late rated and banked pilots. (AMC, 2002)

C-130 WIC

The mission of the C-130 Weapons Instructor Course is "to produce 'target arm' graduates possessing the instructor abilities, knowledge and flying skills necessary to provide expertise in all aspects of C-130 combat employment at squadron, wing, and headquarters levels". The C-130 WIC, designed to take the top C-130 instructors and make them the experts in C-130 tactics, employment, and CAF integration, is modeled after the USAF Weapons School at Nellis AFB. A semi-annual Air Force Personnel Center (AFPC) board is held to select these highly qualified instructors. (AMWC, 2002c)

Goals and objectives at the squadron, wing and command level are specifically addressed in the C-130 Weapons Instructor Course Formal Training Syllabus. Considered a graduate-level flying program, the course is 19 weeks in length and includes 24 sorties, 428 academic hours and one simulator. The academic courseware consists of the following areas: Aircraft Design and Maneuverability (ADM), Aircraft Avionics Systems (AVS), Command, Control and Communications (CCC), Capabilities and Limitations of Foreign Weapons (CWX), Mission Planning and Employment (EMP),

Mission Planning Tools and Resources (MSN), Physics, Physiology and Propulsion (PPP), Stores and Subweapons Systems Description and Employment (SSS) and Weapons Officer Training (WOT). Upon graduation, the graduate will be assigned a "W-prefix" for his/her AFSC and will incur a 3-year total active-duty service commitment. (AMC, July 1999)

KC-135 CES

The mission of the KC-135 Combat Employment School is to “provide air refueling combat support continuity by developing experts and leaders capable of synthesizing tactical and operational-level air-to-air refueling weapon system employment”. A semi-annual Air Force Personnel Center (AFPC) board is convened to select these highly qualified instructors. They incur a three-year total active-duty service commitment upon graduation. (AMWC, 2002d)

The CES syllabus takes a “building block” approach beginning with air refueling support. The course builds on that basis with theater employment, tactical employment and finally mission employment. Considered a graduate-level flying program for tanker pilots and navigators, the course includes 840 academic hours, 16 sorties and 75 flying hours. (AMWC, 2002d)

Academics include courseware that focuses on the following areas: Air Interceptors, IR (infrared) Principles, Special Operations Command Overview, Formation Discipline, ATO (Air Tasking Order) Cycle, Campaign Planning, Tanker MAAP (Master Air Attack Plan), MANPAD (Man-Portable Air Defense System) Employment, MAGTF, Tanker Maritime Mission Planning, GCI (Ground Control Intercept) Capabilities and

Limitations, Combat Formation, HVAA Attack and Protection, and Basic Fighter Intercepts. (AMWC, 2002d)

History of the Air Mobility Warfare Center

The Air Mobility Warfare Center is the "executing agent" of AMC's ASAM program. The ASAM program is the only leadership development program managed by AMWC due to its educational focus. AMWC was activated at Ft Dix, New Jersey, on 1 May 1994. The center was the vision of General Ronald R. Fogleman, Commander of Air Mobility Command. The center's purpose was to serve as the command's single focal point for advanced education, training, and testing. The center consolidated the functions of seven geographically separated units and located them adjacent to McGuire AFB, New Jersey. The Center's Operations Division assumed the missions of the 1492d Air Transportation Training Flight, Travis AFB, California; the Tanker Tactics Center, Ellsworth AFB, South Dakota; the Combat Aircrew Training School, Nellis AFB, Nevada; and the Air Mobility School, Scott AFB, Illinois, with its Operating Location Center at Ft Eustis, Virginia. Additionally, AMWC's 421st Training Squadron took on the mission of the 314th Ground Combat Readiness Evaluation Squadron, Little Rock AFB Arkansas, and was redesignated 421st Ground Combat Readiness Squadron on 1 December 1997. (AMWC, 2002a)

The AMWC curriculum catalog has grown to include over 55 in-residence courses and more than 85 exportable courses. 7,000 students complete these programs on a yearly basis. The 33d Flight Test Squadron, formerly the 33d Troop Transport Squadron at Charleston AFB, South Carolina, was activated under the AMWC on 1 October 1994. With the return of CONUS-based C-130s to Air Mobility Command in

April 1997, AMWC also assumed responsibility for the USAF Combat Air Delivery School (CADS), located at Little Rock AFB, Arkansas. The CADS manages and delivers the C-130 Weapons Instructor Course and evaluates the combat readiness of air mobility participants for the Joint Readiness Training Center Exercises. The Air Mobility Battle Lab, one of seven battle labs Air Force-wide, was activated on 4 May 1998. (AMWC, 2002a)

History of ASAM

The Advanced Study of Air Mobility (ASAM) is the innovation of General Ronald R. Fogleman who commanded both U.S. TRANSCOM and AMC from August 1992 to October 1994. As the commander of both, he saw the need to tie the tanker and airlift missions together, molding leadership with a thorough knowledge of Global Reach through air mobility (AMWC, 2002b).

The ASAM program is located at the Air Mobility Warfare Center. The first class began in 1995. A total of 95 officers have graduated since 1996 with the majority of the graduates having a mobility operations or support background. Recently, students with Space Command background and from our sister service, the Army, have been selected to attend. ASAM has placed its graduates in a myriad of jobs in the mobility world to include joint tours at USTRANSCOM, USJFCOM, USEUCOM, and USPACOM; and staff tours at the Air Staff, AMC, USAFE, PACAF, and AMC. In addition, many graduates have had the opportunity to attend Intermediate Service School (ISS) either at the Air Command and Staff College at Maxwell AFB, Alabama, or one of our sister services' military education programs.

ASAM Overview

ASAM is one of AMC's Phoenix Horizon leadership development programs. The program is designed to provide a highly select group of officers with the tools and education to develop future mobility leaders. The 13-month program has three distinct parts. The three parts are an accredited Air Force Institute of Technology (AFIT) Masters of Air Mobility degree, Air Mobility Warfare Center (AMWC) core courses, and site visits to Department of Defense, allied, and industrial entities with application to mobility. Students are board-selected by Air Mobility Command (AMC) senior leadership based upon their record of accomplishments, academic skills, and leadership potential. The goal of ASAM is to cultivate a core of mobility experts to lead AMC in the future. (AMWC, 2002b)

The highly selective nature of the program itself ensures the quality and motivation of the top performers placed in the course. Upon graduation, they bear a mark in their permanent records and an advanced academic degree (AAD) code denoting their special expertise in air mobility. The Air Force will channel them into selectively identified assignments to use their special expertise within the Air Force and DoD. Student selection is based upon academic qualification and leadership potential. Officers eligible for ASAM are support and rated officers with between 9 and 13 years of commissioned service. Non-AMC officers with previous rated experience in a mobility weapon system (C-130, KC-10, etc.) are also eligible. The selection process is a two-tiered process beginning with an AFIT review for academic eligibility. The second tier is a selection board consisting of some of AMC's most senior officers which takes place six months prior to the class start date. Typically, no more than 13 active duty officers per

class are chosen. AFRES, ANG, and officers from other branches of the Armed Forces are also eligible, with one slot for each component per class (AMWC, 2002b).

AFIT Degree

The AFIT curriculum is a fully accredited Masters in Air Mobility taught by AFIT's Graduate School of Logistics. It is equivalent to a masters' degree in logistics and transportation that is commonly seen at civilian institutes. The curriculum consists of thirteen courses totaling 45 credit hours. Some courses condense a 13-week course into 8-10 days including papers, a mid-term, and final exam. Other courses run concurrently in a traditional academic quarter via satellite by professors broadcasting from the Wright-Patterson AFIT campus. In addition, a graduate research paper is required to complete the degree. The courses currently being offered are listed below. A complete description of each of the courses is located in **Appendix A, Descriptive List of AFIT Courses** (AFIT, 2001:113).

- Contracting and Acquisition Management (CMGT 523)
- Management and Behavior in Organizations (ORSC 542)
- Quantitative Decision Making (OPER 501)
- Joint Mobility Modeling (OPER 674)
- Research Methods (RSCH 630)
- Statistics for Mobility Managers (LOGM 525)
- Seminar in International Aerospace Studies (LOGM 557)
- Logistics Management (LOGM 568)
- Maintenance and Production Management (LOGM 569)
- Transportation Systems and Strategic Mobility (LOGM 617)
- Transportation Policies (LOGM 619)
- Supply Chain Management (LOGM 627)
- Reliability, Maintainability, and Supportability (LOGM 634)
- Research Project for Mobility Managers (LOGM 791)

AMWC Courses

Courses at the Air Mobility Warfare Center supplement the program. This organization has a wide selection of courses that not only serve AMC but other military

and civilian organizations. Dependent on the availability of students and instructors, ASAM students may receive as many as five of the officer-oriented courses available at the center. Courses include the Director of Mobility Forces (DIRMOBFOR) Course, the Air Mobility Operations Course (AMOC), the Global Reach Laydown Course (GRLC II), the Combat Aircrew Tactics Training Course, the Tanker Planning Course (TPC), and the Air Mobility Division Airlift Planning Course (APC). A complete description of each of the courses is located in **Appendix B, Descriptive List of AMWC Courses** (AMWC, 2002a and AMWC, 2002b).

Site Visits

ASAM students travel to many military and civilian organizations all over the world to see Rapid Global Mobility in action. The purpose of the site visits is to complement the academics of the AFIT degree program and AMWC courses. Site visits include trips to the following locations. A complete list and description of each visit is located in **Appendix C, Descriptive List of Site Visits**.

- AFIT (Wright Patterson AFB, Ohio)
- AMC and USTRANSCOM (Scott AFB, Illinois)
- AFPC and AFIWC (Randolph AFB, Texas)
- USJFCOM (Norfolk, Virginia)
- JDTC and DSC (Fort Eustis, Virginia)
- MTMC (Alexandria, Virginia)
- MSC, WHMO, and the Pentagon (Washington, D.C.)
- USSPACECOM and AFSPC (Colorado)
- AFWC (Nellis AFB, Nevada)
- USSTRATCOM (Offutt AFB, Nebraska)
- USSOUTHCOM, USSOCOM and USCENTCOM (Florida)
- USPACOM and PACAF (Hawaii)
- USFK (Korea)
- SHAPE (Brussels, Belgium)
- USAFE (Ramstein, Germany)
- USEUCOM (Stuttgart, Germany)

In addition, the site visits include trips to the following civilian companies and organizations to further the students' knowledge with regard to transportation and logistics functions:

- Yellow Freight
- Airborne Express
- M1A2 Abrams Tank Facility
- USAA
- Boeing
- Union Pacific
- Ryder Logistics

Evaluating Leadership Programs

The need exists to evaluate each leadership development program. Many such programs exist at the Air Force level (e.g., PME) and some exist to fulfill the needs for a specific command (e.g., ASAM). Still other program initiatives are attempting to intertwine the assignment process, professional military education and professional development to produce airmen with both breadth and depth with respect to the aerospace community. ASAM is more focused on the mobility portion of the aerospace force. This study will focus on one command specific leadership program, ASAM.

Differences exist between training programs and educational programs. "Education prepares members for planning and leadership roles and makes them more responsive to the dynamic environment in which they will operate, while realistic training provides improved professional skills for all ranks at all levels of command." (DAF, 9 September 1998:1) Educational programs should not be taught or developed in a vacuum. The product and the system will receive the maximum benefits from an educational program when they follow these simple guidelines: (DAF, 9 September 1998:7)

- ***Flexibility*** to adapt educational objectives to emerging concepts and ideas.
- ***Versatility*** to encompass the full range of military operations in the program.
- ***Priority*** on relevant concepts through objective evaluation, feedback and input.
- ***Balance*** between academic concept, operational reality and historical perspective.
- ***Centralized development*** of education programs through a systematic approach involving mentally challenging, realistic educational goals.
- ***Decentralized learning*** through the commitment of the individual.
- ***Synergy*** through complimentary instructional methods, mentoring efforts, and practical exercises.
- ***Concentration*** on aerospace power employment.
- ***Persistent*** education that spans the individual's career.

While ASAM is classified as an educational program and not a training program there are similarities in the manner in which both should be implemented and evaluated. AFDD 2-4.3 states that "education and training programs require continuous and rigorous evaluation". Why evaluate a leadership development program? The evaluation will provide feedback concerning program validity and success. There are three reasons for the need to evaluate training and training programs: (Kirkpatrick, 1994:18)

(1) To justify the existence of the training program by illustrating how it contributes to the organization's objectives and goals.

(2) To decide whether to continue or discontinue training programs.

(3) To gain information on how to improve future training programs.

Four levels of evaluation have previously been identified on the subject of evaluating training programs by a leading author. The four levels are: (1) reaction, (2) learning, (3) behavior, and (4) results. Evaluating the first level of reaction refers to measuring how the participants in the program react to it. This aspect is also commonly referred to as customer satisfaction. The second level, learning, refers to the measuring the extent to which a participant changes attitudes, improves knowledge, and/or increases skill as a result of attending the program. Behavior is the third level and refers to

measuring the extent to which change in behavior has occurred because the participant attended the training program. To change behavior, four conditions are necessary:

(1) Person must have a desire to change.
(2) Person must know what to do and how to do it.
(3) Person must work in the right climate.
(4) Person must be rewarded for changing.

The last level, results, is the measurement of the final results that occurred because the participants attended the program (Kirkpatrick, 1994:21-26).

Several methods of evaluating leadership programs exist within the levels listed above. Sashkin's VLT is a comprehensive conceptual framework of leadership theory. This theory integrates several viewpoints from leading researchers. His theory encompasses three leadership categories: (1) behaviors, (2) personal, and (3) culture building. Sashkin's conclusions regarding these three categories are summarized below:

(1) The most effective leaders' behaviors are highly transformational and transactional. Transactional leadership is seen as management; an exchange between the leader and the follower that may be tangible or intangible. Transformational leadership includes a revolutionary change that explores one's values and beliefs.
(2) Personal characteristics of visionary leaders are self-confidence, the pro-social need for power, and a high level of cognitive capability.
(3) Leader has the potential to construct an organizational culture that supports, sustains, and directs an organization that they may achieve goals and maintain operational effectiveness.

However, there are several problems that exist that need to be addressed before the ASAM program can be evaluated. First, the framework has to be developed to illustrate the relationships between the resources that are being used and the vision of the program. "Education programs must begin with a systematic approach. Systematic programs provide a means to establish objectives, measure achievement, evaluate effectiveness, and provide for feedback." (DAF, 9 September 1998:9) The vision is

clearly stated by AMWC. The resources are provided by AMWC and AFIT courses and site visits. The difficulty is seeing the relationship between the vision and the resources. (see **Figure 2**) Second, we have to ensure the stated goals and objectives are truly the intent of the providing organization and that all participating organizations have inputs.

Figure 2
ASAM Vision, Goals and Objectives (current)

The remaining sections of this research paper will describe the method and show the relations between the vision and resources through the development of goals and objectives. Goal and objective development will not be accomplished in a vacuum but rather through a qualitative interview process defining the product that the customers desire.

III. Methodology

Discussion and Selection of Research Method

One of the difficulties in evaluating a leadership development program such as ASAM is the lack of sufficient historical information that illustrates the relation between vision, mission statement, goals, objectives and the resources used. Before the ASAM program can be assessed these links must be established. Many other Air Force career fields, such as civil engineering and logistics, establish these processes by conducting an annual review. The senior leadership of these organizations determines the objectives (skill sets, knowledge and abilities) to meet the stated goals. The list of objectives is then provided to AFIT to fulfill those that they are able to, maintaining the balance between the academic requirements and practical requirements presented by leadership.

The selection of research method for this paper was based upon determining the links. Several research methods were considered to accomplish this task. The ideal method of developing these links would be to construct an annual review board of senior mobility leadership to determine the skill sets, knowledge and abilities that are needed in the operational environment and expected of ASAM graduates. This method would be difficult to accomplish and coordinate given the vast number of personnel involved and differing schedules. Another limitation was time. Coordination of a conference of this magnitude would need to be made a year in advance as a minimum.

The method selected for this research was qualitative interviewing. Three basic approaches to collecting qualitative data via open-ended interviews are (1) the informal conversational interview, (2) the general interview guide approach, and (3) the standardized open-ended interview. These methods of interview design differ in the

extent of question development prior to the interview. The standardized open-ended interview was selected for one or more of the following three reasons: (Patton, 1990:280)

(1) The evaluation instrument used is available to all involved parties

(2) Variation among interviewers can be minimized

(3) Interview is highly focused and time is used wisely.

Only one interviewer, the researcher, was planned for this research. This minimized the effects of different evaluation instruments and variation among interviewers. The third reason was the main reason the standardized open-ended interview was used for this research. Specific questions need to be addressed and answered to successfully develop the relationship between the program's vision, goals, objectives, and available resources, and ultimately to evaluate it. In addition, the questions were focused and limited to utilize and accommodate the schedules and time limitations of the interviewees.

Sample of Interviewees

"Relevance to operational requirements is best measured through objective evaluation from outside the educational program, feedback from students, and inputs from operational customers." (DAF, 9 September 1998:8) The sample of interviewees was purposely selected and represents all of the groups directly related to the ASAM program. The three distinct group types included: customers, providers and supporting providers. In addition, both ASAM graduates and their supervisors were given abbreviated questionnaires to aid in the process. The next sections will address each group type of interviewees and the purpose for their selection.

Customers

A need has to be determined for the program prior to its establishment. The customer determines the need. The customers for the ASAM program are those organizations that reflect a need and desire for an ASAM graduate. Determining the need is difficult without extensive discussions and interviews with senior leaders from those organizations. This question will be addressed in the interviews to determine if those organizations are the program's customer. Several organizations have coded positions for ASAM graduates with the AAD code of 1ATK, which denotes an individual has graduated from the ASAM program. The following list includes those organizations with coded billets and other perceived customers:

Air Force Organizations with coded ASAM billets

- HQ USAF/ Pentagon
- USTRANSCOM
- USAFE and USAFE/AMOCC
- PACAF
- AMC
- Air Force Doctrine Center (AFDC)
- 15th AF
- 21st AF

Joint Force Organizations

- USEUCOM
- USPACOM
- USJFKOREA
- USJFCOM
- USSOUTHCOM
- USSOCOM
- USSTRATCOM
- USSPACECOM

The actual interviewees included individuals from the Pentagon, PACOM, TRANSCOM, PACAF, AMC, USAFE, and the Air Staff. This list includes supervisors of ASAM graduates.

Providers

The providers are the organization or group of organizations that are the primary supplier and point of reference for the program. The organization should have record of all the information supporting the creation, evolution, and formulation of the program and those resources dedicated to its successful existence. The provider of the ASAM program is comprised of two entities. The program is officially an AMC program within the family of leadership development programs known as Phoenix Horizon. They have the overall responsibility for oversight, policy guidance and funding for the program. AMC conducts a yearly board to select those individuals who are academically qualified and displayed future leadership potential. Individuals who completed the questionnaire included senior officers from AMC.

The other provider, AMWC, is a subordinate unit to AMC. The Air Mobility Warfare Center provides the facilities, supporting personnel, and leadership structure to effectively manage the program. They are the "executioner" of the program. They provide the basis for mobility foundation courses and site visits to both military organizations and civilian companies. Senior leadership and key personnel were interviewed to determine their roles, perspectives, and relationships of their organizations with respect to the ASAM program. These individuals included the Commander, Vice Commander, Dean of Education and Assistant Dean of Education.

Supporting Providers

Supporting providers are those organizations that provide resources that the parent or using organization is unable to provide. These supporting providers are typically outside the chain of command of the parent organization. One organization, the Air

Force Institute of Technology (AFIT), is a major supporting provider for the ASAM program. AFIT provides the courses that are required for masters' degree completion. Currently, AFIT is the only supporting provider along with the individual organizations and programs within AMWC. Individuals interviewed from AFIT included those that are familiar with the program, its goals, and the history of the program evolution.

Interview Procedures

The interview procedure was a three-step process. The first step was to construct the interview (see **Appendix E**). The interview was divided into three distinct sections. The first section consists of the interviewer's script that reiterates the purpose of the interview, the confidentiality of the interview, to obtain recording permission, and describe the format. The second section consists of overall questions that were asked of all interviewees. The last sections consist of questions that are specific to the individual groups.

The second step was to determine specific personnel to interview, obtain approval, and notify the person of the interview. Notification was accomplished in the form of a pre-notification letter (see **Appendix D, Pre-Notification Letter**). The pre-notification letter describes the intent and basic format of the interview.

The last step was to conduct the interview. The goal was to complete all of the questions and interviewing within a 45-minute time limit. Some interviews were shortened due to time constraints of senior leaders. A few interviews were unobtainable in person and were conducted via telephone or electronic means. An abbreviated questionnaire was sent to ASAM graduates and their supervisors to obtain that portion of the research (see **Appendix F**).

Description of Interview

The overall purpose of the interview was to learn as much as possible from the participants about their perceptions regarding the ASAM program and its graduates. To do this, the interviews included two basic sections. The first section consisted of general questions that pertained to each group of interviewees (i.e., customers, providers, and supporting providers). This set includes questions about the perceived and actual goals of the program; knowledge, skills, abilities, and expectations of ASAM graduates; and perceived benefactors, providers and customers of the program.

The second section is divided into unit-specific questions. AFIT-specific questions focus on the academic goals and discipline of the program; curriculum and course content development and review process; minimum accreditation requirements; and the purpose of the GRP (Graduate Research Project) from AFIT's view.

One of the focus questions for the remaining groups is the purpose of the GRP. AMC and AMWC-specific questions include discussing the value of both requiring the completion of a GRP and receiving an accredited degree. Several questions address the relationship between AFIT, AMWC and AMC and where each perceives itself in the big picture. Other question types address the processes used for curriculum and course content development, review and validation.

IV: Results and Analysis

Data Presentation

The following chapter summarizes the viewpoints of various organizations involved with the ASAM program. The information is condensed and reported in aggregate from open-ended interviews and questionnaires. The sections are divided to illustrate the variety of groups that help to define, shape and enhance the program and its objectives. Each section will focus on four key aspects of question content:

(1) The program—includes a discussion on the mission, goals, and objectives.

(2) The academics—focuses on the perceived value of AFIT and AMWC courses.

(3) The graduate—focuses on the expectations and the value of the ASAM graduate.

(4) The assessment—discusses methods and tools to analyze the program.

The final section of data presentation, **Interpreting the Results,** will include a discussion of some significant points and differences between the groups. Five key areas (roles, long-term objectives, short-term objectives, graduates' qualities, and constraints) were highlighted to discuss the similarities and differences.

AMC Perspective

This section combines and summarizes the responses, in aggregate, from individuals at AMC headquarters. Due to time constraints, a questionnaire (see **Appendix E**) was used in lieu of an interview.

Air Mobility Command is the principle owner and advocate of the ASAM program. AMC personnel identified that the program serves two primary roles:

(1) Develop experts in the total concept of mobility, in particular, air mobility.

(2) Cultivate future mobility leadership (One of AMC's many programs).

The purpose of the ASAM program is "to develop Mobility officers that can go into any warfighter CINC staff and provide the 'right' answer when it comes to mobility" as stated by a senior AMC officer. The customer of the program is not only AMC and USTRANSCOM, but the entire DoD to include all branches of the military.

AMC's role in the ASAM program is three-fold viewing themselves not only as the driver of the program, but also as the primary provider and top customer. AMC is the driver because they maintain ownership and oversight of the program. They are the provider of services due to the mobility expertise they offer other commands through the graduates. Finally, they are the #1customer because ASAM graduates are expected to knowledgably and accurately articulate AMC's position with regards to mobility issues.

The value of AFIT and AMWC courses was not readily deciphered from AMC responses. Many references were made to the fact that the key of the course and its graduates is the credibility that each brings to mobility issues and processes. The types of courses to offer are illustrated in what AMC expects of ASAM graduates not in the fact that the courses are AFIT or AMWC sponsored.

With regards to the expectations and values of the ASAM graduate, AMC responses focused on the mobility expertise and knowledge gained from the course. The graduates should gain the ability to plan, organize, analyze and execute mobility operations. The graduate is expected to be an expert with regards to TALCE, tanker, intra-theater airlift, and inter-theater airlift operations and issues. They should be able articulate and handle the entire range of mobility issues such as force closure, sustainment options, overall mobility structure and how to apply it, basic capabilities of mobility assets, the ATO process and AOC operations. AMC expects the graduates to

take this knowledge and expertise to the customer which is CINC J3 and J4 staffs, Air Staff, and AMC itself. They value this knowledge and stated that it cannot be duplicated in the operational environment due to limited personnel, resources, and ops tempo. Simply stated by a former senior officer at AMC: "Knowledge is power and credibility is essential. If you are going to play in the 'big game' then it is very useful to be accepted immediately as an expert, not only in your field but in the field of the people you are trying to influence".

The ability to assess or evaluate the success of a leadership development program may be challenging at best. Distinguishing between the effects of the program and the qualities and characteristics of the individual are difficult to differentiate. AMC responses offered two possible methods to measure program success. First, tracking graduates' career progression will help determine program success. However, precautions must be taken when evaluating the graduate as opposed to the program itself. Second, questionnaires and surveys administered to the supervisors and staffs where graduates work will help determine program validity and success.

AMWC Perspective

Individuals interviewed from AMWC included the Commander, Vice Commander, Dean of Education and Assistant Dean of Education. This section will summarize, in aggregate, their responses to the interview questions (see **Appendix E**).

AMWC echoed the AMC response identifying that the purpose of ASAM is twofold. First, the program is intended to be a leadership development tool to provide a cadre of mobility leaders for the United States Air Force, in particular the non-mobility side of DoD, and the Defense Transportation System (DTS). The second purpose of the

program is to produce experts in not only air mobility, but mobility as seen across the entire spectrum and five modes of transportation. The graduate will provide unified and major commands with the mobility expertise needed. The final product is a mobility leader with the academic and operational skills and knowledge to intelligently articulate AMC's position with regards to mobility and air mobility issues.

AMWC stated that AMC provides policy guidance, oversight, and funding for the ASAM program. However, AMWC considers themselves as the executer or "property manager" of the program. They are a provider of resources to accomplish the ASAM mission. AMWC viewed AFIT as sharing in the responsibilities of resource provider in addition to providing "academic rigor" that gives the program validity and credibility. Documentation does not exist outlining these responsibilities and roles. AMWC responses were divided regarding a need for formal documentation of responsibilities and roles in a written agreement between AMC, AMWC and AFIT.

Academic goals, as viewed by AMWC, were highlighted by two key concepts. First, academic course and degree completion is necessary to successfully graduate from the program. Simply stated, one of the academic goals is to complete the degree. Second, the academics provide the graduate with a set of analytical skills and mobility operations tool set. The other issue with respect to academics is the GRP. AMWC stated two general purposes for its existence. First, the GRP accomplishes three academic goals: learning experience; test to evaluate academic achievement; and useful, breaking new ground that is capable of effecting change and a large number of people. Second, the practical application is important to the operational environment because it solves a current mobility problem for AMC or USTRANSCOM.

AMWC highlighted two aspects with regards to the value of the ASAM graduate. The first aspect is that individuals meet a selection board that is highly competitive. They have passed a "litmus test" similar to Phoenix Hawk, ISS, etc. The individuals have the proven track record for their primary job in addition to the academic ability. The second highlighted aspect they valued from the graduate included those skills, capabilities and knowledge gained through the program. Three specific items were emphasized:

(1) Broad range of academic and mobility analysis tools.

(2) Exposure to Unified and major commands, other DoD agencies, foreign military organizations, and civilian transportation agencies.

(3) Interaction with peers from tanker, airlift, logistics, space and other services.

Once again the ability to assess or evaluate a leadership development program was described as challenging. Several tools of measurement, all in the form of feedback, were offered to attempt to assess the ASAM program. The first tool discussed was the survey. In particular, the use of the Kirkpatrick Model and the Level III survey to evaluate graduate behavioral change. The **Literature Review** contains a discussion of the Kirkpatrick Model and surveys in the section, **Evaluating Leadership Development**. Another method offered was general feedback from both the graduates and their supervisors to determine program success and validity. The last measurement method offered was the ability to gauge the customers' desirability for the graduate. The more requests for graduates to fill staff positions are equivalent to program success.

Warfighting CINCs/Supervisors' Perspective

This section combines the responses from interviews conducted and questionnaires completed by individuals at the unified commands, Air Staff, and major commands other than AMC, in addition to supervisors of ASAM graduates. This section will summarize, in aggregate, their responses to the questions (see **Appendix E** and **Appendix F**).

As observed in previous sections, this group also focused heavily on two purposes of the ASAM program. Overwhelmingly, the respondents reiterated that the program should develop future leaders and mobility experts. The leadership development portion should focus on developing strategic and operational leaders who know how mobility complements and enhances our nation's war-fighting capability. The individual should be able to articulate, through both written and verbal communication, the mobility system and processes and how it interacts with other Air Force core competencies. To be able to accurately articulate the mobility position, graduates first need to be mobility experts. Mobility expertise expands through the entire Defense Transportation System (DTS) and the interrelations of the various modes, not just air mobility.

All responses indicated that their organizations were customers of the program. They identified a full range of potential customers including the Joint, Unified and Combined Commands, Air Staff, and Major Commands. Focus on the perceived customer was given to J3 (Operations), J4 (Logistics), and J5 (Plans) while others stated that the best place for graduates was within organizations that know the least about mobility. With each of the respondents indicating they are the customers, we will focus on their comments pertaining to the values of the academics and the graduate.

This group focused on the real-world applicability of both the individual courses and the overall educational program. The focus centered on the desire that the graduate possess a deeper understanding of the mobility system as a whole. Simply stated by one senior mobility officer, the graduate should be the "one-stop shopping for mobility issues". This expertise, with respect to academics, begins at the basic level of air mobility. The graduate should be knowledgeable of all air mobility assets, their capabilities and limitations. This knowledge should not only include weapon systems, but also organizational structure and framework (e.g., TACC, AMOCC, USTRANSCOM). This base of knowledge level should be extended to ITV assets and processes, command and control (C2), and JOPES. Other areas highlighted were knowledge of the Defense Transportation System and logistics management, knowledge of transportation regulations and processes, and, finally, a strong foundation in command relations and mobility doctrine.

The Graduate Research Project (GRP) is primarily valued for one reason. The project provides the student an opportunity to research a current mobility problem, which is both realistic and applicable, and offer a solution or recommended course of action. The research allows mobility organizations to solve real-world problems when limited in time, money and manpower.

The expectations and value of the graduate is directly related to the academic knowledge and tools that the course has provided. This group highlighted that the value is based on a two-tier approach. The graduate should be knowledgeable and able to relate air mobility to AEF and joint environment concepts. In addition, the graduate should understand the interaction of air mobility, DTS, and logistics management. This, in turn,

would allow the graduate to develop a skill set spanning across all five modes of transportation, thus, enhancing a deeper understanding of the entire mobility system.

The ability to measure effectiveness is essential to perceived program success as indicated by several respondents. However, responses once again highlight the difficulty to accurately measure this. Methods offered followed one of two paths. First, the assessment of a survey to commanders of ASAM graduates would be a method to evaluate the graduates' effectiveness. The second method focused on facets measuring graduates' leadership opportunities, promotion rates, and leadership positions. The first method allows for some outside inputs into evaluating program success. The second method, once again, illustrates the difficulty in separating characteristics of the individual with that of the program itself.

AFIT Perspective

Several individuals directly involved with the ASAM program were interviewed at AFIT. These individuals have extensive knowledge and expertise with regards to both the mission of ASAM, AFIT's role in the process and the history behind the development of the program and its curriculum. The following section will summarize, in aggregate, their responses to the interview questions (see **Appendix E**).

AFIT's perspective on the purpose of the ASAM program addressed several levels. Their view, much like other organizations discussed previously, is that the overall goal of ASAM is to prepare future mobility leaders and provide them with the knowledge and expertise to succeed in the joint environment. The program is focused on short, medium, and long-term objectives. The differing levels of program objectives will apply to the graduate at different times in his or her Air Force career. Some of the experience

and knowledge gained through the program may be used in follow-on staff jobs at the joint or major command level. Other objectives are intended to focus on the graduate at the squadron commander level while others are intended to prepare the graduate for future senior staff positions.

First and foremost, AFIT maintains that its portion of the program focuses on the educational aspects instead of specific training requirements. AFIT is a degree-granting institution of higher learning. AFIT's focus is the educational value of the program and its curriculum. Given this, they view the academic goals as twofold. First, AFIT provides analytical and critical thinking tool sets. In the short-term, these skills will provide the graduate with tools and knowledge to aid in follow-on staff assignments. In the long-term, the critical thinking tools will enable the graduate to become more adept at solving mobility problems in general. The graduate will be able to recall that bit of educational knowledge and experience learned through AFIT and the program to solve a mobility problem in the future. Second, AFIT provides a frame of reference for the graduates' knowledge of logistics and transportation problems. The graduate then can use this knowledge base to solve problems in logistics, transportation and finally mobility, especially air mobility.

To fulfill these objectives, AFIT has developed a curriculum that includes the completion of a Graduate Research Project (GRP). The intent of the GRP is twofold: (1) solve an existing mobility problem that will benefit AMC/USTRANSCOM and (2) complete the requirements of a masters' degree awarded by AFIT. The practicality of the GRP is that it provides an answer to a current real-world mobility problem. With the increasing demands on staff and reduction in personnel, AMC and USTRANSCOM can

view this effort as “free” research with their limited resources and time. On the other hand, the research allows the student to combine all aspects of the educational process and knowledge obtained throughout the course and apply it to a mobility problem. In addition, the research effort provides a framework for the student to learn the differences between good and bad research.

AFIT highlighted four reasons to hire an ASAM graduate: (1) program pre-selection process (2) subject area expertise (3) system view of mobility and (4) the use of graduates for “networking” and “door-opening”. As seen in previous sections they also view the selection process as a separator for the graduate even though it is accomplished before the program academics begin and is not direct result of the program.

The assessment of the ASAM program is a very difficult issue to discuss and accomplish. As stated earlier, it may at times be impossible to delineate the attributes of the graduate from the results of the program. AFIT responses were a good example of this difficulty. On one hand, it was stated that program evaluation and assessment could be conducted through performance measurements of behaviors as related to specific goals and objectives. These measurements may be used at various levels of the graduates’ career and at specific times after graduation. This type of evaluation can be accomplished via surveys, as discussed previously. On the other hand, it was stated that assessment might be very difficult without stated specific objectives and their links to the resources being used. The only method of evaluation given this situation might be to query supervisors.

Another aspect related to program assessment and evaluation is resource allocation. When objectives or goals are not being met, then the resources allocated to

the specific goal or objective needs to be reviewed. The method to achieve the allocation of resources for the ASAM program is developed with two basic premises in mind. First, changes are made to the existing program. That is they are incremental with respect to how they are introduced. The initial vision, as provided by General Fogleman, remains the baseline that AFIT follows. Second, the course is revalidated each year by AMWC and AFIT. The AMWC/CC and staff, along with AFIT personnel take inputs from student critiques and supervisors' feedback to shape and develop future curriculum. AFIT recognized the need for formal written documentation to outline roles, responsibilities and processes involved with the conduct of the program.

Graduates Perspective

This section combines the responses from questionnaires completed by ASAM graduates. A total of 28 responses were received from 95 graduates. The graduates are an excellent and credible source for information and program inputs. They are intimately familiar with the aspects of the program and provide the link between the academia of ASAM and the "real world". This section will summarize, in aggregate, their responses to the questionnaires (see **Appendix F**).

ASAM graduates focused, like many of the previous groups, on two overarching goals of the program. Unlike other groups, they expanded on one of the goals and provided a slightly different perspective on the other. First, overwhelmingly, the graduates agreed that the program first provides the graduate the mobility expertise needed accurately and intelligently articulate AMC's position with regards to mobility. However, the graduate responses were split between the types of expertise—mobility and air mobility. Some of the graduates focused on the general aspect of mobility while

others focused on the specificity of air mobility. Second, they stated that the program's purpose is to prepare and develop mobility officers for future key AMC and TRANSCOM leadership positions. Many responses also stated that the program makes its graduates more competitive for these positions and promotions when competing with the remainder of the Air Force.

The graduates view their current organizations and units as both customers and providers of the program. They are customers, especially at the staff level, because they value the graduates' mobility expertise. In addition, their organizations, as customers, should also have a voice in determining the product of the program and the development of curriculum. They also view their organizations as providers, at the squadron and wing level, supplying mobility officers to the ASAM program.

Regarding education through AMC and AFIT courses, the focus for the graduates was on the perceived knowledge gained by program completion. Neither AFIT nor AMWC courses were addressed directly by their responses. Areas of knowledge, skills and abilities were the focus. Several responses stated the need to look at program goals and objectives to develop courses rather than attempting to fit previously defined AFIT logistics courses into a program whose intent is to develop mobility experts and future mobility leadership.

The focus for the GRP should be solving a mobility or air mobility question or problem posed by USTRANSCOM or AMC. In several instances there was comments about the struggle between academia requirements and the operational world. Many cases of operational problems and requirements do not fit into AFIT's research model. This was a highlighted concern that needs to be addressed.

The graduate, according to previous ASAM graduates, needs to be both an air mobility and mobility expert. First, an air mobility expert should have an in-depth knowledge of air mobility, its full complement of assets, their capabilities and limitations and mobility doctrine. Second, they should have a deep understanding of both deliberate and crisis action planning and their link to air mobility. Third, they should understand intimately those processes and systems associated with mobility. They need to be familiar with command and control systems (JOPES and related systems), the TPFDD process and deployment phases. Fourth, they should be able to integrate the concepts of air mobility to that of total mobility. This is accomplished not solely by completion of AFIT logistics courses but through a thorough understanding of the Defense Transportation System (DTS), joint organizations and their staff, and joint doctrine.

Finally, the graduate should be extremely proficient in both written and verbal communication. The knowledge and expertise of the mobility environment provides the foundation for critical thinking and analysis. The ability to accurately articulate, verbally and written, this knowledge and analysis links the individual's credibility to the proposed solution and ultimately its implementation.

The assignment expectations, once again, focused on Air Staff and Joint Commands, particularly the J3 (Operations), J4 (Logistics) and J5 (Plans). An interesting finding in this portion is that when stating specific jobs those individuals with a logistics/maintenance background focused on the J4 assignments while those with an operational background focused on the J3 and J5 assignments. The Air Staff jobs focused on those located within requirements, programs, plans and policy. A second tier of assignments would be at the AMC staff.

The graduates offered several methods to assess and evaluate the success and effectiveness of the ASAM program. The methods offered focused on two areas. The first area sought to gauge the performance of the graduate. They indicated such performance factors as promotion statistics, PME attendance, career progression, commander opportunities, and types of assignments. The second area focused on graduates' supervisor and commander assessment and feedback. The feedback would be solicited from the entire range of all current and former supervisors, including staff directorates, wing commanders, group commanders and squadron commanders. They indicated the focus should be at feedback from the O-6 level and above.

Interpreting the Results

Several areas of interest were highlighted during the research. These significant areas are: organization roles, long-term objectives, short-term objectives, graduates' qualities, and constraints that each group perceived to be acting upon the ASAM program. These areas are defined below:

Organization Roles—What role does my group play in the overall picture of ASAM?

Long-Term Objectives—What purpose does the program serve AMC in the future?

Short-Term Objectives—What does the program accomplish in preparing the mobility officer immediately after graduation?

Graduates' Qualities—Should and does the ASAM graduate bring unique qualities and skill sets to the table?

Constraints—What are the limitations that are imposed on the program as a whole?

The groups' viewpoints are summarized in **Table 1**. The areas will aid in goal and objective development for the program and finally the assessment of the program.

Evaluation of the ASAM Program

Prior to evaluating the program, it is necessary to develop the goals and objectives of the program as seen by the various groups. As stated earlier, this evaluation will not occur in a vacuum, but from the open-ended interviews' responses and the summary provided in **Table 1**, **Viewpoint Summary**.

The vision and mission statement of the ASAM program is "To cultivate a core of mobility experts to lead Air Mobility Command (AMC) in the future". Given this vision the responses from all groups interviewed unanimously stated that the program ultimately has two goals:

Goal 1: Leadership Development—Prepare future leaders for mobility operations.

Goal 2: Mobility Expertise—Build a core of experts in the total concept of mobility.

Successfully fulfilling these goals is a challenge. Responses focused on areas supporting these overarching goals. These areas will be referred to as program objectives. The individual program objectives are building blocks that eventually lead to the support of one or both of the goals. The program objectives, along with a brief description of each, are:

Objective 1.1. Educate future mobility leaders in leadership practices and concepts. This objective is intended to give the student a basis for leadership development. It is the foundation for the goal of leadership development. The objective can be satisfied through courses designed to challenge current practices and concepts of leadership. This objective includes courses that address military leadership concepts as well as current and applicable civilian practices.

Objective 1.2. Prepare future mobility leaders through exposure and interaction with current mobility leadership and experts. This objective builds on Objective 1.1. providing those links between the academic world and the military and mobility environment. This objective is satisfied through commander feedback sessions, open-forum discussions with senior military and mobility leaders, and command-sponsored site visits to various Unified, Combined, Joint and Major commands.

Objective 1.3. Prepare future mobility leaders through exposure to the full range of global mobility issues. This objective builds on Objectives 1.1. and 1.2. relating the military systems to those in the civilian community. By comparing and contrasting the systems and the manners in which they are implemented, the student can learn civilian practices that may or may not be applied to military mobility community. This objective may be satisfied through site visits to civilian logistics and transportation organizations as well as AFIT-sponsored courses.

Objective 2.1. Educate mobility officers in the art and science of air mobility. This objective is the foundation of cultivating a mobility expert. This should be the core level of courses taught to expose the student to the range of air mobility assets. The core courses originate from those already offered at AMWC to include AMOC, GRLC, APC and TPC. Other courses should emphasis mobility assets, including aircraft, enroute system, command and control capabilities and limitations. In addition, this objective should satisfy the graduates' knowledge of doctrine completed through the study, application and analysis of mobility doctrine.

Objective 2.2. Educate mobility officers in air mobility's contribution and relation to joint organizations, DTS, other commands and services. This objective

builds on Objective 2.1. emphasizing the relation and interaction between the mobility and the joint environment. This objective takes the student from the level of air mobility expert to mobility expert spanning across all modes of transportation in DoD. This is accomplished through the study of Air Force, joint and other services' doctrine and their relation to mobility doctrine. The DIRMOBFOR course helps supportthis objective.

Objective 2.3. Educate mobility officers in concepts of total mobility, interaction with civilian agencies, current issues and problems. This objective builds on Objectives 2.1. and 2.2. exposing the mobility expert to the full range of global mobility assets, capabilities, and limitations. This objective should help the student relate military organizations with civilian companies to determine where such practices may be implemented and instances where it is impossible. This objective may be accomplished through civilian site visits, in addition to AFIT-sponsored courses.

Objective 3.1. Enhance and foster the development of air mobility creative thinkers. This objective supports both goals of leadership development and mobility expertise. This objective is currently accomplished through the GRP and some AFIT-sponsored courses. In addition, this objective should foster students who are articulate and knowledgeable through wargaming exercises and student presentations.

Objective 3.2. Encourage and accelerate future mobility leaders to the USAF forefront. This objective is accomplished via two avenues. First, the assignment process should identify graduates to fulfill the entire spectrum of joint and Air Staff jobs. Second, tracking graduates and their progress will ensure the program is meeting its intended objective to elevate these graduates to leadership positions.

Figure 3, ASAM Program Vision, Goals and Objectives, illustrates the links between the program objectives, the goals and the vision of the ASAM program. Resources (i.e., courses, visits, etc.) should be allocated to meet each one of these program objectives. The program objectives will be assessed based on the current assets and resources allocated to each. The matching of current resources will provide a qualitative analysis of the program as it is currently implemented. This analysis is not meant to evaluate each course and resource rather the extent to which objective is currently fulfilled. **Table 2, ASAM Objective Assessment,** provides a list of the program objectives and a summary of the resources and current assets that are used to meet these proposed objectives. The final column indicates the level (high, medium or low) to which the program objective is currently being met. This assessment level is based on those resources being used to meet the specific objective.

Figure 3
ASAM Program Vision, Goals and Objectives (proposed)

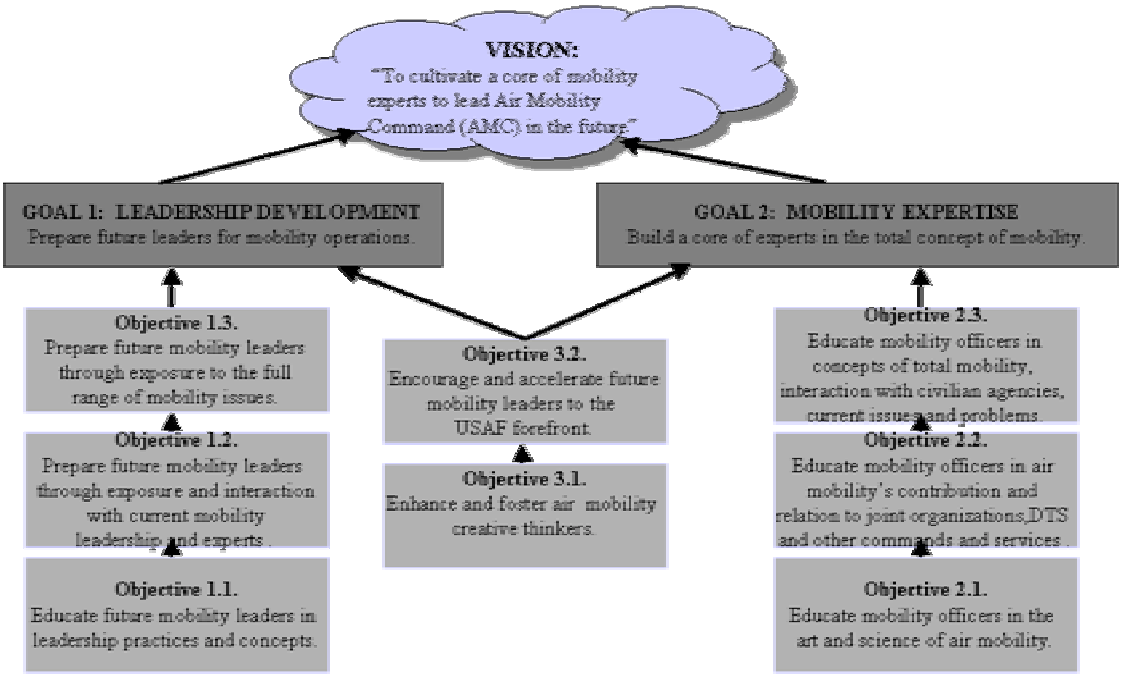


Table 1
Viewpoint Summary

ORG/GROUP	ROLE	LONG-TERM	SHORT-TERM	GRADUATE QUALITIES	CONSTRAINTS
AMC	1. Driver: maintain program ownership and oversight 2. Service provider offer mobility expertise 3. #1 Customer: grads articulate AMC's voice	1. Cultivate future mobility leadership	1. Develop experts in mobility & air mobility 2. Provide mobility expertise to CINC J3/J4, Air Staff and AMC	1. Ability to plan, organize & execute mobility operations 2. Experts of mobility assets, capabilities & limitations	None indicated
AMWC	1. Executer or "property manager" 2. Provider of resources along with AFIT	1. Leadership development for mobility officers	1. Develop experts in mobility & air mobility 2. Provide grad with analytical skills and mobility tool set	1. Selection board provides litmus test 2. Broad range of knowledge and tools 3. Exposure to commands 4. Interaction with peers	1. Academic req. of degree 2. Lack of formal written guidance (responses split)
Comm/Sups	1. Customers of students	1.Leadership development 2. Focus on developing leaders who know mobility	1. Develop mobility experts 2. Knowledge expands entire DTS & interaction	1. Understanding of mobility 2. Knowledge of mobility assets, capabilities & limitations 3. Knowledge of DTS, logistics, command relations & mobility doctrine	1. GRPs need to be focused on real mobility problems and issues
AFIT	1. Provides analytical & critical thinking tool sets 2. Provides logistics & transportation knowledge	1. Prepare future mobility leaders	1. Knowledge and expertise to succeed in joint environment 2. Experience & knowledge for staff jobs	1. Pre-selection process 2. Subject area expertise 3. System view of mobility 4. "Networking" & "Door-opening"	1. Academic reqs. of GRP & degree 2. Lack of formal written guidance
Graduates	1. Customer: grads ability to plan & organize mobility operations 2. Provider of ASAM students 3. Forum for Feedback	1. Prepare & develop future key AMC/TRANSCOM 2. Makes grads more competitive	1. Provide mobility expertise 2. Provide air mobility expertise	1. Air mobility expert 2. Understand deliberate and crisis action planning 3. Integrate air mobility concepts into mobility 4. Proficient in written & verbal skills	1. Development of courses from stated objectives apart from AFIT

Table 2

ASAM Objective Assessment

Objective #	Objective	Resources/Assets	Assessment Level
1.1.	Educate future mobility leaders in leadership practices and concepts	1. ORSC 542	**LOW**
1.2.	Prepare future mobility leaders through exposure and interaction with current mobility leadership and experts	1. Feedback session w/ AMWC/CC 2. Roundtables w/ Senior Leaders	**HIGH**
1.3.	Prepare future mobility leaders through exposure to the full range of global mobility issues	1. Civilian site visits 2. Site visits to CINCs	**HIGH**
2.1.	Educate officers in the art and science of air mobility	1. TPC/APC 2. GRLC/AMOC	**LOW**
2.2.	Educate officers in air mobility's contribution and relation to joint organizations, DTS, other commands and services	1. OPER 674 2. LOGM 617	**LOW**
2.3.	Educate officers in concepts of total mobility, interaction with civilian agencies, current issues and problems	1. LOGM 568 2. LOGM 619 3. LOGM 627	**MEDIUM**
3.1.	Enhance and foster the development of air mobility creative thinkers	1. GRP research 2. LOGM 501 3. LOGM 525	**MEDIUM**
3.2.	Encourage and accelerate future mobility leaders to the USAF forefront	1. Assignment Process 2. Track Progression	**MEDIUM**

The ratings are the researcher's interpretation of the amount of resources and courses currently provided to meet that particular objective. It is not meant as an overall assessment of the program. A valid evaluation of the program can only be accomplished once the intended objectives for the ASAM program are identified.

A ***high*** rating indicates that multiple resources and courses are currently being used to fulfill that objective. Objective 1.3. receives a high rating due to multiple site

visits to Joint and Major Commands and civilian organizations. These visits comprise about 10-11 weeks of the 13-month program. A ***medium*** rating indicates some resources and/or courses are currently being used to fulfill that objective. Objective 2.3. receives a medium rating because three AFIT-sponsored courses directly support it. Once again, this rating is not a rating of the course itself, but is based upon the course description and the educational content that is supposed to be offered by the particular course. A ***low*** rating indicates few or no resources or courses are currently being used to fulfill that particular objective. For example, Objective 2.1. receives a low rating because only a few AMWC courses, AMOC, GRLC, APC/TPC satisfy this objective. These courses comprise four weeks of the 13-month program.

Summary

A quantitative assessment of the Advanced Study of Air Mobility program is difficult to determine given that formal written documentation does not exist to outline the program and its purpose. Therefore, this research attempted to develop the perceived goals and objectives through qualitative means via open-ended interviews and questionnaires with key players. The links between the vision and mission statement to those of the goals and objectives were established. With the links established, the researcher assessed the ability of current resources and assets to meet these program objectives. A summary of these assessments is provided in **Table 2, ASAM Objective Assessment**. The objectives that were rated low or medium will be addressed in **Recommendations for the ASAM program**. The recommendations will help those program objectives to improve to the medium rating at a minimum. Eventually the goal should be that all program objectives are rated high.

V: Discussion

Relevance of Research Data

This project and research data, as stated in the **Research Objectives/Questions**, attempted to address and answer the following five questions:

(1) Does the mission statement reflect the product that mobility leadership wants?

(2) What are the goals of the program and how do they map to the differing aspects (e.g., courses, site visits, etc.) of ASAM?

(3) Is ASAM properly preparing AMC's future leaders?

(4) What changes, if any, can be made to address immediate concerns about the goals, objectives and individual tasks required of the student?

(5) What type of measurement tool, other than the method used for this qualitative analysis, can be used to evaluate the ASAM program?

Regarding question #1, the current vision and mission statement, as stated on the AMWC website, accurately depict what both the customers and mobility leadership expects out of ASAM graduates. However, no formal written documentation exists describing the program and its intent.

With regards to question #2 there is no documentation, either written or verbal, that describes the relationship between the mission statement and the resources. This research identified those areas, referred to as program objectives, that the mobility community believes should be the focus of ASAM. **Table 1** is a summary of their viewpoints. **Figure 3** provides the answer to question #2 by illustrating the links between program objectives and overarching goals.

The two overarching goals of the program are leadership development to prepare future leaders for mobility operations and mobility expertise to build a core of experts in the total concept of mobility. The eight objectives are constructed in a "building block" approach supporting one or both of the overarching goals. The first set of objectives, Objectives 1.1., 1.2., and 1.3., are meant to provide the student the academic portion of leadership practices and concepts and then observe their application in operational environments. The second set of objectives, Objectives 2.1., 2.2., and 2.3. help to build that mobility expertise beginning with air mobility, advancing to mobility in DoD and the DTS, and culminating with relations to civilian organizations. The third set of objectives, Objectives 3.1. and 3.2., support both overarching goals combining leadership concepts with mobility expertise.

Question #3 is addressed in **Table 3**. While ASAM currently provides educational value with respect to the courses offered, subject areas could be improved to meet the overarching goals of the program. Questions #4 and #5 are addressed in the recommendations section.

The research data, answers to the interviews and questionnaires, indicates the need to formally define the program and organizational responsibilities and interaction. This project may serve as a basis to produce such formal documentation in the form of operating instructions and memorandums of agreement, therefore, taking the ASAM program from its infancy stage to a state of maturity.

Limitations and Ambiguities of Results and Methodology

The limitations and ambiguities of this research revolve around three factors, some of which have been briefly mentioned in previous sections. First, the absence of

formal written documentation outlining the program, its mission statement, goals and objectives makes it difficult to provide a totally unbiased analysis. Therefore, qualitative methods are used to determine the perceived goals and objectives. Qualitative analysis is then used to evaluate these goals and objectives. This leads to the second factor.

Qualitative data and analysis could possibly lead to some researcher bias. Minimizing this possible bias was accomplished through strict adherence to the intended questions and receiving the answers in the context that they were offered. Also, using the same set of questions for each individual minimized researcher bias. The purpose of qualitative research via the open-ended interview "is not to put things in someone's mind but to access the perspective of the person being interviewed" (Patton, 1990:278).

Finally, the number of individuals interviewed and questioned is a limiting factor. Ideally, the research would include all graduates and their current and former supervisors and commanders. Time was a limiting factor in obtaining all of these responses.

Implications to Future Leaders

This research benefits future leaders in four ways. First, the research provided a basic overview of current Air Force and AMC leadership programs and initiatives. Previously non-existent, it provided formal written documentation with regards to one of AMC's Phoenix Horizon programs, ASAM. Second, the research provided various perspectives on the current program as it is implemented today. Third, the research provided a "road map" illustrating the connection between the program's vision and the courses required through the development of goals and objectives. Finally, the research provided recommendations and suggestions to make the ASAM program the world's best military strategic leadership program and a model to other commands and services.

Recommendations for the ASAM Program

Given the discussion of the research data, the limitations and ambiguities of the research, and implications to future leaders, a few recommendations for the improvement of the ASAM program will be presented. Some of the recommendations are broad that may take time to implement while others are specific and could be implemented immediately. The recommendations originate from results' interpretation presented in the previous sections. Each recommendation will be explained in detail and include brief supporting documentation as to the reason it is made. In addition, recommendations to the courseware are the result of the assessment of the current program (see **Table 2**). The recommendations are divided into two categories, overarching and immediate:

Overarching:

(1) ***Formalize and conduct an annual review of the overall program, its goals and objectives.*** The review should include two portions. The first portion will provide an avenue for AMC, AMWC and AFIT senior leadership to review the program and its procedures. The second portion will include inputs from senior leadership of various unified commands, Air Staff, MAJCOMs, etc. to determine validity of the current program.

(2) ***Develop formal procedures for both individual courses and overall program assessment and review.*** The procedures need to take a two-prong approach. The first prong is evaluation of courses and the overall program by those organizations (AMWC and AFIT) directly involved with ASAM. The second prong is the evaluation of the program by an organization not associated with ASAM on a daily basis. The creation of a Board of Visitors, much like that of the School of

Advanced Aerospace Studies, would allow AFIT personnel, current and former AMC leadership, former AMWC commanders, military educators and scholars, and ASAM alumni to interact on the development of a top-class program.

(3) ***Modification of AMWC courses, similar to AFIT-condensed courses.*** This would allow for an easier flow of AMWC courses into the yearly schedule given the time and availability restrictions. Furthermore, by combining the courses and teaching at a graduate level, they could be accredited and used toward the completion of the masters' degree.

(4) ***Develop and publish an AMWC Operating Instruction (OI) to be approved by AMWC and AFIT.*** The operating instruction should include organizational responsibilities, program and course review procedures for all those involved with the program. In addition, it should describe the resources and courses used to meet the goals and objectives and how they are connected. It should provide a comprehensive picture to the overall conduct of the ASAM program.

(5) ***Develop a set of tools to measure the effectiveness and validity of the program.*** These measures include surveys to measure and validate objectives (either the ones presented in this research or those developed at AMWC). These assessment measures, along with the assignment process and graduate tracking, will allow AMWC to raise awareness of the program and improve the assessment of Objective 3.2. from medium to high.

Immediate:

(1) ***Formally develop and state the vision, mission statement, goals and objectives of the ASAM program.*** Through the questionnaires and interviews

this research paper made an initial attempt to develop the connectivity between the courses and resources to the goals and objectives. The development of these connections makes the process to add, delete or edit courses or trips from the program easier and more readily identifiable.

(2) ***Provide a course or set of courses on leadership concepts and practices.*** Implementation of this recommendation would raise the assessment of Objective 1.1. from low to medium-high.

(3) ***Provide a course or set of courses on mobility doctrine*** to include tanker, intra-theater, inter-theater, and mobility support operations. The courses should also provide an in-depth study of all air mobility assets, their capabilities and limitations. An overview of transportation regulations and instructions should also be provided. Implementation of this recommendation prior to receiving the AMWC courses would help to raise the assessment of Objective 2.1. from low to medium-high.

(4) ***Provide a course or set of courses on military, sister services, joint and Air Force doctrine.*** The mobility doctrine courses will provide a basis for these courses. These courses should focus on the relationship and interaction of mobility doctrine to Air Force, joint and other services' doctrine. Implementation of this recommendation prior to receiving the AMWC courses will help to raise the assessment of Objective 2.2. from low to medium-high.

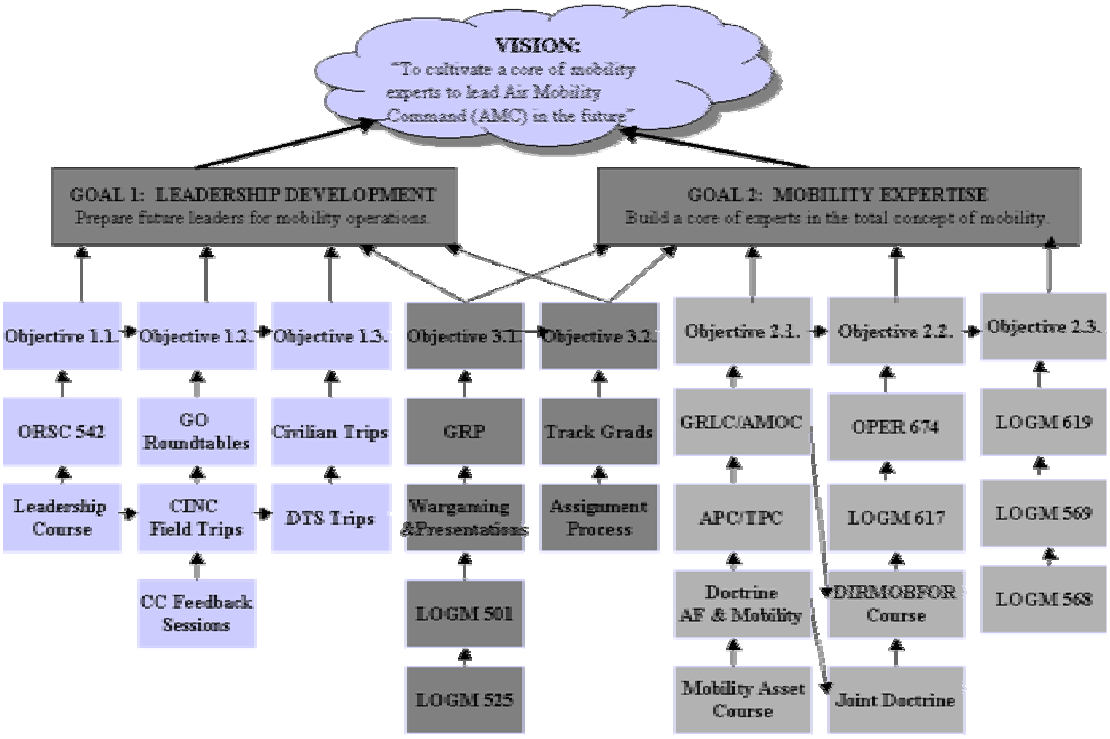
(5) ***Provide a course or set of courses that implement wargaming exercises and leadership opportunities.*** These exercises, along with a GRP that answers a

current AMC/TRANSCOM air mobility problem, will help to raise the assessment of Objective 3.2. from medium to high.

(6) ***Integrate all courses and visits into a "building block" approach.*** The program objectives, as depicted in **Figure 3**, illustrate this approach. An individual must be an air mobility expert before being a mobility expert. The implementation of this recommendation will enhance all objectives and the overall program. For example, courses on mobility and joint doctrine would be placed before visits to AMC or the Unified Commands.

Proper course and visit allocation and sequencing is necessary to fully meet the programs intent. **Figure 4**, **ASAM Resource Allocation (example),** illustrates an example of how the courses, visits and other resources can be allocated in a sequencing fashion to meet each of the eight objectives serving as an example.

Figure 4
ASAM Resource Allocation (example)



Recommended Further Research

The recommendations for future research in developing and evaluating the ASAM program is closely related to the previous section of recommendations for improvements. Future research needs to be focused on taking the ASAM program to a new and higher level. The program seems to still be in the infancy stage of development and needs to enter the maturation stage. Areas for future research and study are:

(1) ***Thorough statistical analysis through quantitative methods*** (e.g., Level III surveys) to determine the extent to which the program is meeting its objectives. This can be done once senior leadership has established the objectives.

(2) ***A complete statistical analysis and evaluation of ASAM graduates.*** The analysis should be a comparison of ASAM graduates to PME and other Phoenix Hawk program graduates. Measurements may include promotion rates, ISS selection and completion, job and position opportunities, command opportunities, etc.

(3) ***A study of objective development for individual resources and assets.*** The objective development is needed especially for DoD and civilian site visits. This can be accomplished once goals/objectives are established for the entire program.

Conclusion

The original concept, as envisioned by General Fogelman in 1994, of the ASAM program remains viable today. The ability to have mobility expertise in the joint environment is essential to advocacy of the Air Force's core competencies of power projection and rapid global mobility. The officers that receive exposure, education, and training in mobility issues will be the best advocates for mobility. Many avenues accomplish this including PME and AMC's Phoenix Horizon programs. This research

paper addressed the need to complete the development and definition of one of AMC's programs, the Advanced Study of Air Mobility.

Currently the academic portion of the program offers a variety of logistics courses along with some statistical analysis tools for the student. The program is often confronted with issues of training versus education to explain the course selection and development. Unfortunately, you cannot separate the two. "The proper balance of academic concepts and operational reality weighed against the lessons of the past make for an effective education program." (DAF, 9 September 1998:9)

Whether the program is viewed as education or training, it is inevitable that AMC properly and sufficiently prepare future mobility leaders. This preparation should be geared not only for a future senior leadership position but also for those positions immediately after graduation. To accomplish this, the Advanced Study of Air Mobility program needs to have a systematic approach to overall program and individual course development. ASAM remains a viable and valuable avenue to "cultivate future leaders". The time has arrived to take General Fogelman's vision to a higher level by taking the ASAM program from its infancy stage to a stage of maturation.

Glossary of Acronyms

Acronym	Term
ABNCP	Airborne National Command Post
ACSC	Air Command and Staff College
AEF	Aerospace Expeditionary Force
AFIT	Air Force Institute of Technology
AFIWC	Air Force Information Warfare Center
AFPC	Air Force Personnel Center
AFPC	Air Force Personnel Center
AIT	Automated Information Technology
AMC	Air Mobility Command
AMOC	Air Mobility Operations Course
AMOCC	Air Mobility Operations Control Center
AMOG	Air Mobility Operations Group
AMWC	Air Mobility Warfare Center
AOC	Air Operations Center
ARC	Air Reserve Component
ASAM	Advanced Study of Air Mobility
ATO	Air Tasking Order
AWACS	Airborne Warning and Control System
AWC	Air War College
C2	Command and Control
CADS	Combat Aerial Delivery School
CAT	Crisis Action Team
CES	Combat Employment School
DAL	Developing Aerospace Leaders
DIRMOBFOR	Director of Mobility Forces
DSC	Deployment Support Command
DTS	Defense Transportation System
EAF	Expeditionary Air Force
GCI	Ground Control Intercept
GLO	Gound Liaison Officer
GRL	Global Reach Laydown
GRLC	Global Reach Laydown Course
GTN	Global Transportation Network
HQ	Headquarters
HTACC	Hardened Theater Air Control Center
IR	Infrared
ISS	Intermediate Service School
ITV	Intransit Visibility
JDTC	Joint Deployment Training Center
JFACC	Joint Forces Air Component Commander
JLOTS	Joint Logistics Over the Shore

JTF	Joint Task Force
LEAD	Leadership Education and Development
LG	Logistics
MAAP	Master Air Attack Plan
MAGTF	Marine Air Ground Task Force
MANPADS	Man-Portable Air Defense System
MARFORPAC	Marine Forces Pacific
MCC	Mission Control Center
MSC	Military Sealift Command
MTMC	Military Transportation Management Command
MWS	Major Weapon System
NAOC	NATO Air Operations Center
NGO	Non-Governmental Organization
NSC	National Security Council
PACFLT	Pacific Fleet
PME	Professional Military Education
SAAS	School of Advanced Airpower Studies
SBA	Strategic Brigade Airdrop
SDI	Strategic Distribution Initiative
SDMT	Strategic Deployment Management Team
SEAD	Suppression of Enemy Air Defenses
SHAPE	Supreme Headquarters, Allied Powers Europe
SIOP	Special Integrated Operating Procedures
SOCPAC	Special Operations Command--Pacific
SOS	Squadron Officer School
SSS	Senior Service School
TACC	Tanker Airlift Control Center
TALCE	Tanker Airlift Control Element
TPFDD	Time-Phased Force Deployment Data
TWCF	Transportation Working Capital Fund
USAFE	United States Air Force Europe
USCENTCOM	United States Central Command
USEUCOM	United States European Command
USFK	United States Forces—Korea
USJFCOM	United States Joint Forces Command
USSOCOM	United States Special Operations Command
USSOUTHCOM	United States Southern Command
USSPACECOM	United States Space Command
USSTRATCOM	United States Strategic Command
USTRANSCOM	United States Transportation Command
WHMO	White House Military Office
WIC	Weapons Instructor Course
XP	Exercises and Plans

Appendix A: Descriptive List of AFIT Courses

(Reference: 2000-2001 AFIT Catalogue)

Contracting and Acquisition Management (CMGT 523) is a three-credit hour survey course that introduces students to the Department of Defense (DoD) contracting and acquisition processes. The objective of the course is to help students understand the role of contracting in the acquisition process from the standpoint of a user, developer, supporter, or manager of a weapon system.

Management and Behavior in Organizations (ORSC 542) is a four-credit hour course that provides the student with understanding the theory and research in management and organizational behavior. Topics for this course include foundations of management thought, managerial functions, organizational effectiveness, organization theory, motivation, leadership, current leadership issues and group dynamics.

Quantitative Decision Making (OPER 501) is a three-credit hour introductory course in management science applications for the logistics, systems, acquisition and transportation manager. The course emphasizes understanding and applying the techniques to managerial problem solving and decision-making. A few of the major topics include linear programming, decision theory, networks, and queuing theory.

Joint Mobility Modeling (OPER 674) is a three-credit hour course that presents mobility modeling from an application-oriented, large-scale point of view. The course includes examining models currently in use for DoD analysis, the air mobility problem and its relation to land and sea mobility, and exploration of strategic and theater mobility.

Research Methods (RSCH 630) is a three-credit hour course provides the student with detailed information on basic research methods and concepts. Other topics in the course include problem identification and delimitation, data gathering, information, measurement, classification of variables, validity and reliability, research populations and sampling, and designs to test research hypotheses and answer research questions. The course explains how to combine these elements into an acceptable research proposal. Written assignments examine reading assignments present literature searches, and critique published research.

Statistics for Mobility Managers (LOGM 525) is a four-credit hour course designed to provide students with a fundamental understanding of the principles of statistics. Topics in this course are aimed at developing an understanding of how to collect and analyze data including descriptive statistics. They also include probability theory and probability distributions; sampling and inferential statistics; regression analysis and analysis of variance; and some non-parametric statistics.

Seminar in International Aerospace Studies (LOGM 557) three-credit hour course that examines aerospace industry structure and the forces leading it toward international collaboration. The course includes an examination of the benefits, drawbacks, and characteristics of international cooperative ventures. The history of American military efforts at armament cooperation is presented emphasizing the political, military, and economic issues surrounding co-production and co-development programs.

Logistics Management (LOGM 568) is a three-credit hour course that examines the physical distribution theory, concepts, and practices applied in both commercial and DoD organizations. Elements of the physical distribution system (e.g., inventory, warehousing, materials handling, packaging, and transportation) are considered singly and interactively. Emphasis is on linkages that must be recognized in the design and management of physical distribution systems.

Maintenance and Production Management (LOGM 569) is a three-credit hour course that explores operations management functions applied to an Air Force environment. The course familiarizes the student with a variety of operations management techniques applied in maintenance and a variety of other operations management settings. Course topics include productivity, facility layout, capacity planning, quality control, forecasting, and current operations management innovations.

Transportation Systems and Strategic Mobility (LOGM 617) is a three-credit hour course that examines each transportation mode for similarities and differences. The mission, organization, resources and financing arrangements of the three transportation operating agencies of the defense transportation system are examined as well as each agency's contribution to the defense transportation system.

Transportation Policies (LOGM 619) is a three-credit hour course that focuses on the complex national and defense transportation policy frameworks that guide the constant development of our transportation systems. The course examines how transportation policy impacts and is impacted by policies formulated to address other national issues. The study of effects of national policies on the defense transportation system is emphasized.

Supply Chain Management (LOGM 627) is a three-credit hour capstone course for professional logisticians that develops the major themes and strategies of Supply Chain Management. The course focuses on the system design, structure, capacity and management of an integrated supply chain. Subject matter includes cross-functional analysis and treatment of sourcing/supply, distribution/transportation, maintenance/operations and related logistics support issues in a system-wide approach.

Reliability, Maintainability, and Supportability (LOGM 634) is a three-credit hour course that is divided into two parts. The first part of the course addresses reliability and maintainability (R&M) issues and teaches fundamental R&M concepts, including R&M measures, component availability and R&M prediction. The second part of the course addresses quality issues from a management perspective and the application of proven and innovative techniques with a quality focus for the management and control of programs in the defense environment.

Research Project for Mobility Managers (LOGM 791) is a seven-credit hour course that is the culmination of all of the courseware covered during the academic year. The graduate research paper is an independent composition, of publishable quality, addressing a problem facing the air mobility community. The student chooses the subject with the help of an AFIT advisor to hone writing quality and format, and an AMWC-supplied functional expert (sponsor) for guidance on the quality of the research.

Appendix B: Descriptive List of AMWC Courses

(Reference: AMWC Website and Course Descriptions)

Air Mobility Operations Course (AMOC) is the first AMWC course that is taken by the ASAM students. This course is designed to mature mid-level AMC and TRANSCOM leaders in their understanding of Air Mobility Operations. The course consists of classroom lessons, current issue guest speakers, and seminar exercises. Individual classes include:

National Security Strategy	National Military Strategy
TRANSCOM	Air Force Doctrine
Air Reserve Component (ARC)	Strat Plan 2001
TACC	AEF/EAF
Expeditionary Doctrine	Bare Base Operations
Aeromedical Operations	SIOP
Global Reach Laydown (GRL)	GRL Planning and Seminar
Recent Operations	Plans
TPFDD	C2 Systems
Airlift Planning and Seminar	Tanker Planning and Seminar
Global Transportation Network (GTN)	

Global Reach Laydown Course (GRLC II) provides focused training to Air Mobility Control Unit personnel who will be commanders or team chiefs of deployed AMC mission support forces. The course provides in depth training on operating in the deployed environment including pre-mission planning, deployment procedures, employment procedures, mission management, reporting requirements, communications requirements, deployed safety procedures, role of the Total Force, force protection, airfield survey procedures, financial management, and legal responsibilities of the deployed team chief. Individual classes include:

AMC Command Relationships	Global Reach Laydown Strategy
TALCE Tasking Process	Manpower and Material Packages
Deployment Process	Airfield Survey/Host Base Checklist
Safety	Disaster Preparedness
Mobility Law and TALCE	Quick Reaction Checklists
Mission Management	Contracting
Arrival Actions	Force Protection
Parking Plans	Fire/Anti-Hijack Plans
Foreign Clearance Procedures	Embassy Support
Threat Working Group	Public Health Concerns
MARC Tour	Stage Operations
Public Affairs	AMC and the User

Appendix B: Descriptive List of AMWC Courses
(Continued)

Combat Aircrew Tactics Training Course trains aircrew instructors and intelligence personnel. The curriculum focuses on lessons on airborne and ground-based threats, combat lessons learned, joint combat operations and, tactical mission planning. The course culminates in a tactical planning and employment exercise.

World Hotspots	Ops/Intel Interface
IR Fundamentals	Radar Fundamentals
Integrated Air Defense Systems	Tactics Manuals Review
Special Operations	AMC Defensive Systems
Rivet Joint	Ground Liaison Officer (GLO)
SEAD Employment	Energy Maneuverability
Combat Aircrew Concepts	Tanker Operations
Counter Fighter Tactics	Lessons Learned Allied Force
World MANPADS Threat	HAVE QUICK/Secure Radios
MANPADS Threat Exercise	Threat Avoidance Arrivals/Departures
Operation Just Cause	Information Warfare
AWACS Operations	Basic Defensive Maneuvers
AMC Space Operations	Blue Command and Control
Operations in AOC	ATO/ATO Exercise
PFPS Tactical Applications	Carrier Battle Group Operations/EA-6
Threat Degradation	Military Deception Exercise
Son Tay Lessons Learned	Combat Lessons Learned
18th ABN CORPS/Strategic Brigade Airdrop (SBA)	

Tanker Planning Course (TPC) purpose is to produce graduates who possess the knowledge and skills necessary to provide tanker expertise in any Air Operations Center (AOC), as well as a working knowledge of the current computer based planning systems. {Currently: Theater Battle Management Core System (TBMCS).

Air Mobility Division Airlift Planning Course (APC) produces graduates who possess the knowledge and skills necessary to provide airlift expertise in any Air Operations Center (AOC), as well as a working knowledge of the current computer based planning systems. At squadron and wing level, the airlift planner is the ready core of planners available to augment the theater AOCs, General Purpose Numbered Air Forces (GP NAF), and the 621st/615th Air Mobility Operations Squadrons (AMOS). At the GP NAF/AMOS level the airlift planner is airlift expert available to plan, schedule, integrate, and execute inter and intra-theater airlift operations in any given theater. The airlift planner curriculum lays the groundwork to prepare individuals to work in the AOC. The graduate is highly versed in AOC operations, Theater Command and Control, and effective computer based planning tools. The graduate is familiar with the structure and policies of the AOC and can interface with all elements to help bring about effective airlift operations. Graduates from the course will be awarded Special Experience Identifier (SEI) IAW AFM 36-2108 and IC 99-01.

Appendix B: Descriptive List of AMWC Courses
(Continued)

Director of Mobility Forces (DIRMOBFOR) prepares selected senior officers to manage, monitor, and coordinate air mobility forces deploying in support of war, natural disasters, humanitarian assistance, contingency operations, or JCS/command specific exercises. The curriculum weaves the foundational concepts of doctrine throughout, and is high lighted by instruction from guest speakers who are air mobility's leaders and legends. The course emphasizes lessons learned from former DIRMOBFORs, JFACCs (Joint Forces Air Component Commander), and JTF (Joint Task Force) commanders. The course educates students on how to work with players such as NGOs (Non-governmental organizations) and U.S. embassy staff. Individual classes include:

Air Force Doctrine	AMC Doctrine Issues
TACC and Contingencies	Air Mobility Operations Group (AMOG)
Mobile Command and Control	Embassy Briefing
Barrel Operations	Kosovo Tanker Operations
ALLIED FORCE JFACC Briefing	NGOs and Military Interaction
Media Training	Multiple DIRMOBFOR Scenarios

Multiple DIRMOBFOR Case Studies
SUPPORT HOPE JTF Commander Perspectives
JTF ATLAS RESPONSE DIRMOBFOR and Commander Briefings
ALLIED FORCE DIRMOBFOR Briefing

Appendix C: Descriptive List of Site Visits

(Reference: 2001-2002 ASAM Class Itineraries)

AMC (Air Mobility Command)
Location: Scott AFB, Illinois

LG Brief
XP Issues Briefing
TACC Briefing
Historian
Current Intelligence Briefing
DO Briefing
AMC/DP
General Officer Perspective

USTRANSCOM (United States Transportation Command)
Location: Scott AFB, Illinois

MCC Brief and Tour
Agile Transportation Brief
Business Center Overview
JLOTS Briefing
TWCF Briefing
AIT/ITV Briefing
Strategic Distribution Initiative (SDI)
GTN Orientation/Demonstration

AFPC (Air Force Personnel Center)
Location: Randolph AFB, Texas

Logistics Personnel Briefing
Meeting with Resource Managers
Rated Personnel Briefing
Records Section

USJFCOM (United States Joint Forces Command)
Location: Norfolk NAS, Virginia

Command Briefing
Joint Deployments Process Owner Briefing
JOC Brief and Tour
Joint Warfighting Center
J4 Logistics Briefing
J3 Operations/Plans Brief

- Joint Doctrine and Training Brief
- Joint Distributed Learning Center Brief and Demo
- Joint Information Operations Production Studio Brief and Tour
- Joint Battle Center Brief
- Joint Operations Center Tour

JDTC (Joint Deployment Training Center)
Location: Ft. Eustis, Virginia

Joint Deployment Training Center Tour
DSC (Deployment Support Command) Overview and Operations Update

MSC (Military Sealift Command)
Location: Washington, D.C.

Command and Operations Briefing
PM5 – Sealift Brief
Command Center Tour
PM3 – Afloat Preposition Brief

MTMC (Military Transportation Management Command)
Location: Falls Church, Virginia

Command Briefing
Command Operations Center Briefing
Strategic/Readiness Brief
Joint Traffic Management Office Briefing
Information Systems Briefing
Management Reform Memorandum 15
Passenger and Personal Property Briefing
SDMI/Surface Distribution Brief
3rd Party Logistics Prototype Brief

WHMO (White House Military Office)
Location: Washington, D.C.

White House tour
NSC Brief
WHMO Brief
AirOps Brief

Pentagon
Location: Washington, D.C.

Checkmate Briefing
DP Issues
Courtesy Calls with Senior Officials
MRS 05 Tanker Update
Acquisition Options/Constraints/Roadmap
Introduction to the AF Corporate Structure
The Budget Cycle
How a Great Idea Becomes a Requirement

USSPACECOM (United States Space Command)
Location: Peterson AFB, Colorado

USSPACECOM Mission Brief
Cheyenne Mountain Overview
CMOC Tour
Briefing - Command Center
Missile Control Center
Space Control Center
50th Space Wing tour
Space Warfare Center (SWC) tour
Session with USSPACECOM CINC, AFSPC/CC & NORAD/CC

Red Flag Exercise
Location: Nellis AFB, Nevada

Red Flag Tanker Operations
Capabilities Briefing
Airlift Briefing
AGOS Briefing
AWFC Briefing
Nellis Support Center Briefing and Tour
Threat Training Facility Brief and Tour
Force Protection Technology Briefing
Predator Orientation
Red Flag Mission Briefing and Observe Mission
Air Warrior School Orientation/CAS Doctrine

USSTRATCOM (United States Strategic Command)
Location: Offutt AFB, Nebraska

Command Overview Briefing
8044 Briefing
J-5 Combined Brief
SIOP 2001/MCCC Brief
JIC Tour/Strategic Threat Brief
Command Center brief/Tour
ABNCP
NAOC Tour

USSOUTHCOM (United States Southern Command)
Location: Miami, Florida

Command Briefing	Strategic Intelligence Assessment Briefing
JOIC Mission briefing and tour	CAC Mission briefing and tour
Tour of SCJ4 LRC, JMC	Theater airlift/surface transportation briefing

USSOCOM (United States Special Operations Command)
Location: MacDill AFB, Florida

Command Briefing	Current Operations Briefing

USCENTCOM (United States Central Command)
Location: MacDill AFB, Florida

Command Briefing	Current Operations Briefing
Logistics Briefing	TRANSCOM/AMC Support to CENTCOM
Prepositioning Program	Range Operations Control Center Tour
SLC-40 Tour	Shuttle Processing Facility and/or launch pad tour

USPACOM (United States Pacific Command)
Location: Fort Smith, Hawaii

PACFLT Mission Briefing	MARFORPAC Mission Briefing
SOPAC Mission Briefing	J30D/JIATF West Briefing
J4 Transportation Concerns	Command Center Tour

PACAF (Pacific Air Forces)
Location: Hickam AFB, Hawaii

AMOCC Briefing	Mission Brief and Theater Overview
Logistics Briefing	Plans and Programs Briefing
PACAF CAT	15th ABW Mission Brief

615th AMSG Mission Briefing and Tour
60k Loader Capabilities Demonstration

USFK (United States Forces Korea)
Location: Seoul, Korea

Command Relations Brief	Combined Threat and Balance Briefing
OPLAN 5027 Briefing	SDMT and TPFDD Briefing
JSA Tour--Demilitarized zone	HTACC tour and mission briefings
Air Operations Center tour	631st AMSS Mission Briefing and Tour

SHAPE (Supreme Headquarters Allied Powers Europe)
Location: Mons, Belgium

NATO Orientation/Mission Briefing	DCI / ESDI Update
Partnership for Peace	NATO Tanker & Airlift Operations

NATO Civil - Military Cooperation Doctrine
Multinational Joint Logistics Center Concept
Combined Joint Planning Staff Concept

USAFE (United States Air Forces Europe)
Location: Ramstein AB, Germany
Command Briefing
Strategic Vision
USAFE AMOCC Mission Briefing/Tour
86 Contingency Response Group (CRG)
Rhein Main Update
Theater Basing Strategy

Balkans Combined Air Operations Center (CAOC)
Location: Vicenza, Italy

Command Briefing
Operation Allied Force Briefing

Tour of Battle Staff Area and RAMCC

Headquarters 16th Air Force
Location: Aviano AB, Italy
Mission Brief and 16 AEW Mission Brief
Aviano 2000 Brief and tour of facilities

21st Theater Support Command
Location: Kaiserslautern, Germany
21 TSC Command Briefing
Support Operations Briefing
Operational Support in the Balkans

USEUCOM (United States European Command)
Location: Stuttgart, Germany
Theater Perspectives Briefing
EUCOM Current Operations
Operation FOCUS RELIEF
Theater Engagement Briefing
Operation ALLIED FORCE Briefing
JTAV/In-Transit Visibility
Strategic Distribution Management Initiative-Europe
European Enroute Infrastructure Committee

Miscellaneous Tours
Location: United Kingdom
Third Air Force (3rd AF), RAF Mildenhall, United Kingdom
- Orientation/3rd AF Mission Brief
- 603rd Regional Planning Flight Mission Brief

Permanent Joint HQ-Northwood, United Kingdom
Defence Transportation Management Agency – Andover, United Kingdom
RAF Lyneham, United Kingdom
RAF Brize Norton, United Kingdom
RAF High Wycombe, United Kingdom

Appendix D: Example of Pre-Notification Letter

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS AIR MOBILITY COMMAND
AIR MOBILITY WARFARE CENTER

25 January 2002

As a student of the Advanced Study of Air Mobility (ASAM) course, I am currently in the process of writing a Graduate Research Paper (GRP) to fulfill the requirements of a Masters' Degree in Air Mobility at the Air Force Institute of Technology (AFIT). My research paper is focused on determining concrete objectives for the ASAM program given its current mission statement and goals. With these objectives defined, we can then determine the resources needed to fulfill those goals. My finished product is to develop a "road map" to aid and enhance course selection for both AFIT and the Air Mobility Warfare Center.

To accomplish this, I am developing a questionnaire that is designed to define the objectives that will eventually lead to this "road map". To develop a meaningful questionnaire and research project, I need to conduct interviews with those who require and utilize the ASAM graduate in future assignments. Inputs from commanders and supervisors, like yourself, that have expressed the desire to hire an ASAM graduate will help me do this. An interview is the best way for me to gather the necessary information. Therefore, I am inviting you to participate in an regarding your experiences with organizational changes.

As an Air Force officer, I am very aware of the demands on your time; therefore, I have developed a brief interview that will take approximately 45 to 60 minutes. The information that you provide in the interview will be combined with that of several others and analyzed. To help me capture everything you say, I would like to record our conversation. When all of the interviews are completed, I will provide you with a transcript of your interview and a summary of the information collected from all participants. Thank you in advance for your time and input.

Sincerely,

CHARLES E. BEAM, Major, USAF
Student, Advanced Study of Air Mobility
Air Mobility Warfare Center

Appendix E: ASAM Interview

Introduction & Questions

INTRODUCTION

This interview is designed for the purpose of establishing concrete objectives for the Advanced Study of Air Mobility (ASAM) program given its current mission statement and goals. With these objectives defined, we can then determine the resources needed to fulfill those goals. My finished product is to develop a "road map" to aid and enhance course selection for both AFIT and the Air Mobility Warfare Center.

CONFIDENTIALITY

The information I collect through the interview will be used as part of my Graduate Research Project (GRP) to fulfill the requirements for a Masters' Degree in air Mobility from AFIT (in connection with the ASAM program at the AMWC). Any information you share will be combined with that of others and reported in aggregate. Therefore, any information that I collect through this interview is confidential. Other than myself, no other person in the Air Force or AFIT will have access to any identifiable information. Any quotations that are used in my final paper will be altered in a manner to conceal your identity.

Still, in order to make my job a little easier and to capture every thing you say, I would like to ask your permission to record the interview. If at any time, you would like to stop recording for any reason, just let me know. If you are interested, I would be glad to forward a copy of the interview to you after it has been transcribed.

INTERVIEW FORMAT

I know your time is valuable, therefore, my goal is to complete the interview within the time limit of 30-45 minutes. It may seem at times that I am pushing ahead to try to cover all of the questions. However, if there is anything that you would like to discuss further just let me know. The interview is divided into two sections. The first consists of overall questions regarding overarching goals, the graduates, the customer, and the effectiveness of the program. The second section includes questions directed at specific groups (e.g., AFIT, AMWC, MAJCOMs, Joint and Unified Commands, etc). Do you have any questions before we start?

Appendix E
(continued)

OVERALL QUESTIONS: (questions for all subsets)

1. What do you perceive the overarching goals of ASAM to be?

    a. Given these goals, what set of operational knowledge, skills and abilities would you expect the graduate to possess as related to the stated goals?

    b. Given these goals, what are your expectations (e.g., jobs, positions) of ASAM graduates?

2. Given the stated goals of the program: (1) Build a core of experts in the total concept of air mobility, (2) Prepare future leaders for Air Mobility operations, (3) Serve as key mobility advisors to warfighting CINCs. Comment on the following aspects.

    a. Considering the stated goals, are they appropriate and are they relevant?

    b. Given these goals, what set of operational knowledge, skills and abilities would you expect the graduate to possess as related to the stated goals?

    c. Given these goals, what are your expectations (e.g., jobs, positions) of ASAM graduates?

3. What makes the ASAM graduate different from other officers? Why do you want to hire them for your staff?

4. If unable to acquire an ASAM graduate, how would you equip personnel in your organization with the same set of skill sets, knowledge and abilities?

5. Who do you see as the customer for the product of this program? Who will benefit from the services that the graduates will provide?

6. How and where do you picture your organization in the overall picture for the ASAM program (i.e., the driver, service provider, the customer, etc)?

7. What tools or methods would you develop or suggest to measure the effectiveness of the ASAM program?

AFIT-SPECIFIC QUESTIONS: (Maj Brady, Dr. Cunningham, Craig Brandt)

A1. What are the academic goals of the program…how would you characterize the academic discipline that is being taught by AFIT? (logistics, transportation, mobility)

A2. How are the curriculum and course content developed for the ASAM program?

Appendix E (continued)

A3. What are the minimum requirements for the program to receive accreditation?

A4. What is the process of review for the curriculum and courseware? What are the inputs into the system and typically what are the outputs?

A5. What is the purpose of the GRP (Graduate Research Project) from AFIT's view?

AMC-SPECIFIC QUESTIONS: (AMC/CC, Supervisors of Grads, GRP Sponsors, AMC DP, Executive Development)

B1. How do you value the ASAM student receiving an accredited degree as a part of the stated goals?

B2. Given the academic requirement of the GRP (Graduate Research Project), what do you perceive is its purpose and how much value do you place on it?

AMWC-SPECIFIC QUESTIONS: (MG Boots, Col Voorhees, Col Sheraden, Mr. Becker)

C1. What are the academic goals of the program as envisioned by the AMWC?

C2. Given the academic requirement of the GRP (Graduate Research Project), what do you perceive is its purpose and how much value do you place on it?

C3. Do you see the AFIT portion of the program as a driving portion of the program or simply an avenue that provides a service for the AMWC to satisfy requirements for the ASAM program?

C4. How are the curriculum and course content developed for the ASAM program? Is there a review process and how is it implemented? Are AMWC-specific courses modified to accommodate the unique schedule of ASAM and how are they modified (i.e., similar to AFIT course modification)?

C5. Is there a syllabus that describes the course content and what is the development process?

C6. Does a written agreement exist between AMC, AFIT, and AMWC on the role and responsibilities of each organization pertaining to the ASAM program? What is the agreement?

Supervisor-Specific Questions: (EUCOM, PACOM, JFCOM, SOUTHCOM, SPACECOM, STRATCOM, AFDC, Pentagon??)

D1. Given the academic requirement of the GRP (Graduate Research Project), what do you perceive is its purpose and how much value do you place on it?

Appendix F: Example of ASAM Questionnaire

INTRODUCTION

This questionnaire is to establish concrete objectives for the Advanced Study of Air Mobility (ASAM) program given its current mission statement and goals. With these objectives defined, we can then determine the resources needed to fulfill those goals. My finished product is to develop a "road map" to aid and enhance course selection for both AFIT and the Air Mobility Warfare Center.

CONFIDENTIALITY

The information I collect through the questionnaire will be used as part of my Graduate Research Project (GRP) to fulfill the requirements for a Masters' Degree in air Mobility from AFIT (in connection with the ASAM program at the AMWC). Any information you share will be combined with that of others and reported in aggregate. Therefore, any information that I collect through this questionnaire is confidential. Other than myself, no other person will have access to any identifiable information. Any quotations that are used in my final paper will be altered in a manner to conceal your identity.

Appendix F
(continued)

1. What do you perceive the overarching goals of ASAM to be?

    a. Given these goals, what set of operational knowledge, skills and abilities would you expect the graduate to possess as related to the stated goals?

    b. Given these goals, what are your expectations (e.g., jobs, positions) of ASAM graduates?

2. Given the stated goals of the program: (1) Build a core of experts in the total concept of air mobility, (2) Prepare future leaders for Air Mobility operations, (3) Serve as key mobility advisors to warfighting CINCs. Comment on the following aspects.

    a. Considering the stated goals, are they appropriate and are they relevant?

    b. Given these goals, what set of operational knowledge, skills and abilities would you expect the graduate to possess as related to the stated goals?

    c. Given these goals, what are your expectations (e.g., jobs, positions) of ASAM graduates?

3. What makes the ASAM graduate different from other officers? Why do you want to hire them for your staff?

4. If unable to acquire an ASAM graduate, how would you equip personnel in your organization with the same set of skill sets, knowledge and abilities?

5. Who do you see as the customer for the product of this program? Who will benefit from the services that the graduates will provide?

6. How and where do you picture your organization in the overall picture for the ASAM program (i.e., the driver, service provider, the customer, etc)?

7. What tools or methods would you develop or suggest to measure the effectiveness of the ASAM program?

8. Given the academic requirement of the GRP (Graduate Research Project), what do you perceive is its purpose and how much value do you place on it?

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Vita

Major Charles Edwin "Ched" Beam received his Bachelor of Science degree in Civil Engineering from The Citadel, Charleston, South Carolina and was commissioned as a Second Lieutenant in the United States Air Force in May 1989.

He completed Specialized Undergraduate Navigator Training at Mather AFB, California in 1991 and was assigned to the 317th Airlift Wing, 40th Airlift Squadron, Pope AFB, North Carolina. He was stationed there from 1992 to 1996 where he worked as a Squadron Navigator Scheduler and Squadron Mission Scheduler in the 40th AS and 41st AS. In March 1995, he was assigned to 23rd Operational Support Squadron as the C-130 long-range planner and Joint Airborne/Air Transportability Training coordinator.

In June 1996 he was assigned to the 37th Airlift Squadron at Ramstein AB, Germany, as an evaluator navigator. In February 1999 he was reassigned to the 86th Operations Group as Assistant Chief of Standards/Evaluations at Ramstein AB. In July 2000 he was reassigned to the 62nd Airlift Squadron, Little Rock AFB, Arkansas, as Assistant Operations Officer and Chief of Squadron Scheduling. In May 2001 he was assigned to the Air Mobility Warfare Center, Fort Dix, New Jersey as a Student for the Advanced Study of Air Mobility program.

Major Beam was promoted to his current rank on 1 March 2001. He received the Master of Science degree in Civil Engineering from North Carolina State University in 1999 and completed Air Command and Staff College by correspondence in 2001. His next assignment will be to the College of Naval Command and Staff, Newport, Rhode Island. He is married and has one son and one daughter.

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14. ABSTRACT

Developing leaders is vital to Air Mobility Command (AMC) to ensure future success of AMC, as a command, and subordinate mobility units. AMC has implemented several programs under "Phoenix Horizon" to help "create a large pool of highly competitive mobility officers through leadership development programs".

This research focuses on one of those programs, the Advanced Study of Air Mobility (ASAM). Prior to this research, formal written documentation did not exist on the goals, objectives and overall conduct of the ASAM program. This research attempted to evaluate ASAM through goal and objective development and their relation to current resources. Goal and objective development along with program assessment was accomplished using a qualitative analysis technique, open-ended interviewing of personnel associated with ASAM, including personnel at AFIT, AMWC, AMC, graduates and their supervisors.

While program evaluation portion was not conclusive, the research provided goals and objectives to support the overall vision. Two overarching goals, to prepare future leaders for mobility operations and build a core of experts in the total concept of mobility" were identified. Eight objectives supporting these goals were identified. Resources can now be allocated to support these eight objectives to produce a world-class leadership development and mobility expertise program.

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